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ABSTRACT

This text, intended primarily for Arab trainees at the University of Arizona Environmental Research Laboratory and other native speakers of Arabic, contains 37 lessons of introductory materials. Each lesson contains dialogues and basic texts, vocabulary, pronunciation exercises, grammar, and drills. A vocabulary index concludes the text. (RL)

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BEGINNING ENGLISH

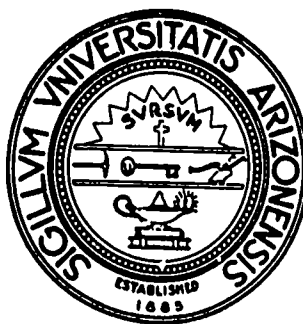
A Basic Course

for

Arab Students

by

HAMDI A. QAFISHEH



University of Arizona
Environmental Research Laboratory
Tucson, 1970

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Preface

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Tucson, 1970

HAMDI A. QAFISHEH

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INTRODUCTION

This text, accompanied by tapes, is basically geared to the purposes of the Arab trainees of the University of Arizona Environmental Research Laboratory and adult native speakers of Arabic. It can be used, however, as a beginning textbook for Arab pre-college students and for trainees of petroleum companies.

1. Arrangement of the Materials

Each lesson in this textbook is divided into the following:

- a. Dialogs and Basic Texts. There are more dialogs than basic texts. Both dialogs and basic texts cover a wide variety of subjects of interest. The subjects are chosen arbitrarily.
- b. Vocabulary. This section contains the new vocabulary items that occurred in the dialog or the basic text. The vocabulary items are arranged according to the order in which they occur in the dialog or basic text.
- c. Additional Vocabulary. These are additional vocabulary items which are related to Vocabulary above in one way or another. Students should be held responsible for the meanings of these vocabulary items. Tight control is kept on vocabulary in b. and c. Frequency of occurrence helps the student's grip on those words.
- d. Pronunciation. Sounds that are similar in American English and Arabic are not presented. Those sounds are

represented by the following symbols: b, t, θ, j, d, δ, z, s, ʃ, f, k, m, n, h, w, and y. Two detailed pronunciation lesson plans are presented in Lesson 1. They are model plans; reference is made to them in subsequent units. The presentation of pronunciation is based on a contrastive analysis of the sounds in English and Arabic.

e. Grammar. Grammar is not presented in a systematic way. The aim is not to give a formal and complete description of the whole grammar of the English language. Instead, the new grammatical constructions are explained to the students so that they might understand the particular structure involved. The student is warned against ungrammatical phrases or sentences. Examples illustrating the grammatical structures are cited from the lesson.

f. Drills. The drills provide practice in using the items that have been introduced in the lesson. Furthermore, they are used to illustrate the grammatical points in the lesson. These drills are not limited in number and type. Each drill contains at least 15 items. As to type of drill, there are at least ten types. The most frequent are repetition and transformation drills.

Aural Comprehension exercises have been found very useful. As to the method of how to teach aural comprehension, it is suggested that the teacher read the passage slowly, clearly, and carefully twice. Students listen. Understanding of the passage is checked by asking questions or by true-and-false statements.

After the student's understanding of the passage has been checked, students are encouraged to reproduce the passage by the help of key-words at this early stage.

2. How to Use the Materials

In order to achieve the best results, it is suggested that the course be taught by a language specialist trained in contrastive analysis, preferably a native speaker of American English. Such a language specialist is cognizant of the implications of contrastive analysis for different types of teaching programs and is better equipped to better guide his students, for if an error is made, he will understand the cause, and will be able to construct illustrative examples, and present corrective drills. Lectures concerning the differences between the target language and the native language should not replace drill in the patterns or structures in the language. But the simplicity (or complexity) of the rules to be learned in the target language is an important factor. For example, a student coming from Arabic, in which adjectival modifiers almost always follow the noun-head, will have some difficulty learning a language like English where they always precede the noun-head, but he will have more difficulty learning the structure Cardinal numeral + N, where the cardinal changes according to the gender of the noun counted (switch gender) and the cardinal numeral is sometimes singular and sometimes plural, thereby creating a split in the branching properties of the modifiers. It has been found that a split, involving a part similarity between corresponding structures of the target language and the native language, is likely to

be more difficult than a straightforward reversal where there is no similarity at all.

The following recommendations are offered to the teacher:

- a. Read the Dialog or Basic Text slowly, clearly, and carefully twice. Students listen.
- b. Break the passage into short sentences or phrases, and have students repeat after you. Encourage students to take turns and act the passage out. Do not spend too much time on the passage at this stage.
- c. For the following day ask students to listen to the tape and try to commit the Dialog or Basic Text to memory.

Memorization is very useful in foreign language learning.

- d. In Drills, put the pattern sentence or phrase on the board. Draw the students' attention to it. Explain the grammatical point involved. It is recommended that books be shut throughout. If a student makes an error, do not stop him but lead him to the correct answer.
- e. At the beginning of each teaching period, begin the lesson by asking questions of a general nature. These questions can be taken from previously learned materials. Examples of such questions are: What's your name? How are you? What's today? What time is it? Do you study English every day?...etc.

Beginning a lesson in this manner has the following advantages:

- (i) It gives the students a sense of continuity in the lessons.
- (ii) It organizes and enlivens the students' attitude to the whole subject.

(iii) It gives the students further practice in many useful structures, words and everyday expressions.

f. Do not use Arabic unless needed. Translation is a means and not a method. While translation might be used only for content-words, it should never be used for structures, which should be taught in context and practiced.

ABBREVIATIONS AND SYMBOLS

Abbreviations

Adj.	adjective	imp.	imperative
adv.	adverb	m.	masculine
comm.	command	n.	noun
conj.	conjunction	p.	plural
e.g.	for example	prep.	preposition

Symbols

C	class
S	student
S ₁	first student
S ₂	second student
T	teacher
()	item enclosed is optional or explanatory

COMMANDS

Note: All students must know and understand the following commands; the Arabic meanings are found in the Appendix. Students must also learn the correct spelling of these commands.

PROCEDURE:

Books closed

1. Give the commands in the first column; the class listens.
2. Give the commands in the first column; the class repeats.
3. Follow the same procedure with the second column.

Books open to Appendix

Give each command again and have the class repeat; pause briefly for the students to read the Arabic.

- | | |
|----------------------|----------------------------|
| 1. Listen | 13. Give the answer |
| 2. Repeat | 14. This is for homework |
| 3. Sit down | 15. Memorize the dialog |
| 4. Stand up | 16. Learn the spelling |
| 5. Look here | 17. Learn the meaning |
| 6. All together | 18. Wait |
| 7. One by one | 19. Write |
| 8. Row by row | 20. Stop writing |
| 9. This half | 21. Pencils down |
| 10. Open your books | 22. Change to the question |
| 11. Close your books | 23. Change to the negative |
| 12. Ask the question | 24. Change to the plural |

LESSON ONE

I DIALOG

Note to the teacher: These instructions are to be followed in presenting all dialog drills.

1. Do the complete dialog yourself, acting it out, to aid comprehension. Books closed.
2. Do the dialog again, part by part, and tell the students to repeat after you. Books still closed.
3. Divide the class into two groups, A and B, and have them face each other. Each group repeats its part of the dialog after you. Then reverse groups. Books still closed.
4. Do the dialog with an individual student, and with as many others as time permits. Books open. Try to insist on exact intonation, especially with regard to pauses and stress. Later in the course, the dialogs should be done by individual students.
5. Students should be strongly urged to practice the dialogs outside of class and should be required to memorize them.

Greetings (i).

*Good morning.

*Good morning.

My name is Mr.
What is your name?

My name is

How are you,?

I'm fine, thank you.
How are you?

I'm fine, thanks.

*For afternoon classes, substitute: Good afternoon.

*For evening classes, substitute: Good evening.

II PRONUNCIATION

Drill 1. - Short i vs. long iy

- a. Give the following minimal pairs, working from the top to the bottom of the columns; class listens.

sit	seat	ship	sheep
mit	meet	bit	beat
sick	seek	bid	bead
did	deed	tin	teen
is	ease	it	eat

- b. Give the pairs again; class repeats.

- c. Give, one by one, a word selected at random from the above. Students have paper and pencil ready and indicate under iy and i, words that have those sounds. For example, you say tin, and students write number 1 under i; you say keen, and students write number 2 under iy, etc.....
 - d. Ask the following questions on tongue position, the shape of the lips, etc....., during the production of those two sounds. By pointing and demonstrating, try to help the students understand the questions. Do this for each pronunciation drill.
 1. Is the position of the tongue high or low for the vowel iy? (high)
 2. Is it higher or lower for i? (lower)
 3. Are the lips rounded or unrounded for both sounds? (unrounded)
 4. Are the muscles tense or relaxed in the production of iy? (tense)
 5. Are they tense or more relaxed for i? (more relaxed)
 - e. Give the pairs of words again; class repeats.
- Note to the teacher: A long vowel in Arabic is twice as long as a short vowel in pronunciation. Keep in mind that it is vowel length in Arabic that is opposed to vowel quality in English.
- f. Give these sentences, contrasting i and iy; class repeats.
 1. You sit on this seat.
 2. Are the sheep in the ship?
 3. When he beat the dog it bit him.
 4. This clean leaf is big.

III VOCABULARY

1. Give the appropriate command before each step of the drill.
2. Give each word or expression twice, and identify the object; class listens.
3. Give each word or expression again; class repeats, all together.
4. If time permits, repeat again, row by row, and then one by one.

The above procedure is to be followed in the future, for all similar drills.

- | | | | |
|-----------|----------|-------------|------------|
| 1. desk | a desk | 6. pencil | a pencil |
| 2. chair | a chair | 7. book | a book |
| 3. window | a window | 8. notebook | a notebook |
| 4. door | a door | 9. watch | a watch |
| 5. pen | a pen | 10. bag | a bag |

11. class	a class	14. board	a board
12. room	a room	15. light	a light
13. table	a table	16. wall	a wall

Note: At the end of the drill draw the attention of the class to:

1. the use of 'a' with words like desk, chair, etc....
2. 'a' as the sign of the singular

Note: The English spelling and Arabic meaning of the above words must be learned by the students. This direction applies to all new vocabulary items which are introduced in the text and which are found, with the Arabic, in the Appendix. This direction is to be understood each time new items are presented and hence will not be repeated in the text. As progress is made through the text, the teacher is asked to assign the words in reasonable amounts so they can be learned gradually by the students. Regular checks should be made through written quizzes to determine the student's mastery of these assignments.

IV DRILLS

Drill 1. - Repetition

- a. Teach first the question, having the class repeat several times after you.

What is this?

- b. Then teach the answer, using IT, again having the class repeat several times. Stress falls on book.

It is a book.

- c. Finally, teach the question and the answer.

1. Give question and answer, from 1 to 16; class listens.
2. Give question and answer, from 1 to 16; class repeats, all together.
3. Give question; one half of class repeats. Give answer; the other half of class repeats. Reverse roles after number 8.

- | | |
|------------------|---------------------|
| 1. What is this? | 1. It is a desk. |
| 2. What is this? | 2. It is a chair. |
| 3. What is this? | 3. It is a window. |
| 4. What is this? | 4. It is a door. |
| 5. What is this? | 5. It is a pen. |
| 6. What is this? | 6. It is a pencil. |
| 7. What is this? | 7. It is a book. |
| 8. What is this? | 8. It is a notebook |

- | | |
|-------------------|--------------------|
| 9. What is this? | 9. It is a watch. |
| 10. What is this? | 10. It is a bag. |
| 11. What is this? | 11. It is a class. |
| 12. What is this? | 12. It is a room. |
| 13. What is this? | 13. It is a table. |
| 14. What is this? | 14. It is a board. |
| 15. What is this? | 15. It is a light. |
| 16. What is this? | 16. It is a wall. |

Drill 2. - Repetition

Call the attention of the class to the following; have the class repeat the contractions after you.

what + is = what's

it + is = it's

Give the question and answer; class repeats, all together.

- | | |
|------------------|---------------------|
| 1. What's this? | 1. It's a desk. |
| 2. What's this? | 2. It's a chair. |
| 3. What's this? | 3. It's a window. |
| 4. What's this? | 4. It's a door. |
| 5. What's this? | 5. It's a pen. |
| 6. What's this? | 6. It's a pencil. |
| 7. What's this? | 7. It's a book. |
| 8. What's this? | 8. It's a notebook. |
| 9. What's this? | 9. It's a watch. |
| 10. What's this? | 10. It's a bag. |
| 11. What's this? | 11. It's a class. |
| 12. What's this? | 12. It's a room. |
| 13. What's this? | 13. It's a table. |
| 14. What's this? | 14. It's a board. |
| 15. What's this? | 15. It's a light. |
| 16. What's this? | 16. It's a wall. |

Drill 3. - Repetition

- Follow the procedure of III VOCABULARY.
- In giving these words, exaggerate the opening of the mouth, to give full value to the initial vowel sound. Pause slightly after 'an'.

- | | | | |
|-------------|-------------|--------------|-------------|
| 1. orange | an orange | 6. animal | an animal |
| 2. apple | an apple | 7. example | an example |
| 3. umbrella | an umbrella | 8. exam | an exam |
| 4. engine | an engine | 9. office | an office |
| 5. answer | an answer | 10. airplane | an airplane |

Drill 4. - Repetition

Give each statement once; class listens and repeats, all together.

- | | |
|----------------------|-----------------------|
| 1. It's an orange. | 6. It's an animal. |
| 2. It's an apple. | 7. It's an example. |
| 3. It's an umbrella. | 8. It's an exam. |
| 4. It's an engine. | 9. It's an office. |
| 5. It's an answer. | 10. It's an airplane. |

Note: At the end of the drill draw the attention of the class to:

1. the use of 'an' with words that begin with an initial vowel sound, like orange, apple, etc....
2. 'an' as the sign of the singular.

Drill 5. - Substitution

Do the drill with individual students. When a student answers, give the correct sentence, and then have all the class repeat it.

When the student hears one of the following words, he must complete the sentence:

It's a or It's an

- | | | | |
|-------------|------------|--------------|--------------|
| 1. desk | 7. pen | 13. engine | 20. room |
| 2. orange | 8. answer | 14. notebook | 21. table |
| 3. chair | 9. pencil | 15. example | 22. board |
| 4. umbrella | 10. animal | 16. bag | 23. airplane |
| 5. window | 11. book | 17. class | 24. light |
| 6. door | 12. watch | 18. office | 25. wall |
| | | 19. exam | 26. apple |

Drill 6. - Repetition

Give the following sentences and draw the attention of the class to the difference in the order of the words:

It is a book.	statement
Is it a book?	question

Give each statement; class repeats. Then give the question; class repeats. Assist the class by using a downward hand motion with the statement pattern, and a rising hand motion with the question pattern.

- | | |
|-----------------------|-----------------------|
| 1. It is a desk. | 1. Is it a desk? |
| 2. It is an orange. | 2. Is it an orange? |
| 3. It is a chair. | 3. Is it a chair? |
| 4. It is an umbrella. | 4. Is it an umbrella? |
| 5. It is a window. | 5. Is it a window? |
| 6. It is a door. | 6. Is it a door? |
| 7. It is a pen. | 7. Is it a pen? |

- | | |
|-----------------------|-----------------------|
| 8. It is an answer. | 8. Is it an answer? |
| 9. It is a pencil. | 9. Is it a pencil? |
| 10. It is a book. | 10. Is it a book? |
| 11. It is an engine. | 11. Is it an engine? |
| 12. It is a notebook. | 12. Is it a notebook? |
| 13. It is a watch. | 13. Is it a watch? |
| 14. It is a bag. | 14. Is it a bag? |
| 15. It is an office. | 15. Is it an office? |
| 16. It is an apple. | 16. Is it an apple? |
| 17. It is a room. | 17. Is it a room? |
| 18. It is a board. | 18. Is it a board? |

Drill 7. - Transformation

Give each statement; students change it to a question.

Example: T: It's a desk. C: Is it a desk?

Then give the correct question and have the class repeat it.

- | | |
|----------------------|-----------------------|
| 1. It's a window. | 12. It's an apple. |
| 2. It's an orange. | 13. It's an office. |
| 3. It's a door. | 14. It's a room. |
| 4. It's a desk. | 15. It's an apple. |
| 5. It's a chair. | 16. It's a light. |
| 6. It's an umbrella. | 17. It's an airplane. |
| 7. It's a pencil. | 18. It's a board. |
| 8. It's a book. | 19. It's a bag. |
| 9. It's an answer. | 20. It's an engine. |
| 10. It's a wall. | 21. It's a notebook. |
| 11. It's a table. | 22. It's an exam. |

Drill 8. - Question - Answer

The T points to a picture or to an object and asks: What's this? S₁ answers, e.g., It's a book. S₂ then gives the question form: Is it a book? In all cases, the teacher gives the correct sentence and the class repeats. The roles of students are reversed in the middle of the drill.

<u>Teacher</u>	<u>Group A</u>	<u>Group B</u>
1. What's this?	It's a desk.	Is it a desk?
2. What's this?	It's an orange.	Is it an orange?
3. What's this?	It's a book.	Is it a book?
4. What's this?	It's an airplane.	Is it an airplane?
5. What's this?	It's a chair.	Is it a chair?
6. What's this?	It's an apple.	Is it an apple?
7. What's this?	It's a table.	Is it a table?
8. What's this?	It's a pen.	Is it a pen?
9. What's this?	It's an engine.	Is it an engine?
10. What's this?	It's a pencil.	Is it a pencil?
11. What's this?	It's a light.	Is it a light?
12. What's this?	It's a board.	Is it a board?

13. What's this?	It's an umbrella.	Is it an umbrella?
14. What's this?	It's a wall.	Is it a wall?
15. What's this?	It's a watch.	Is it a watch?
16. What's this?	It's an apple.	Is it an apple?
17. What's this?	It's a notebook.	Is it a notebook?
18. What's this?	It's a room.	Is it a room?
19. What's this?	It's a door.	Is it a door?
20. What's this?	It's an animal.	Is it an animal?

Drill 9. - Repetition

By means of a few examples and by pointing, demonstrate the use of THAT, as opposed to the use of THIS.

a. Give each statement; the class repeats.

- | | |
|-----------------------|-------------------------|
| 1. That is a desk. | 8. That is a pen. |
| 2. That is an orange. | 9. That is an umbrella. |
| 3. That is a chair. | 10. That is a pencil. |
| 4. That is a window. | 11. That is an eagle. |
| 5. That is an apple. | 12. That is a book. |
| 6. That is an engine. | 13. That is an answer. |
| 7. That is a door. | 14. That is a notebook. |

b. Call the attention of the class to the following, and have the class repeat the contracted form after you:

that is = that's

Give each statement; the class repeats.

- | | |
|-----------------------|-------------------------|
| 1. That's an animal. | 8. That's an office. |
| 2. That's an example. | 9. That's a room. |
| 3. That's a watch. | 10. That's an airplane. |
| 4. That's an exam. | 11. That's a table. |
| 5. That's a bag. | 12. That's a light. |
| 6. That's an answer. | 13. That's a wall. |
| 7. That's a class. | 14. That's a board. |

Drill 10. - Question - Answer

Divide the class into two groups. Give the question; Group A repeats. Then give the answer; Group B repeats. Reverse the roles of Groups A and B in the middle of the drill.

- | | |
|-----------------|-----------------------|
| 1. What's that? | 1. That's a book. |
| 2. What's that? | 2. That's a chair. |
| 3. What's that? | 3. That's an orange. |
| 4. What's that? | 4. That's a notebook. |
| 5. What's that? | 5. That's a door. |
| 6. What's that? | 6. That's an answer. |
| 7. What's that? | 7. That's an animal. |
| 8. What's that? | 8. That's a pencil. |

- | | |
|------------------|-------------------------|
| 9. What's that? | 9. That's a window. |
| 10. What's that? | 10. That's a light. |
| 11. What's that? | 11. That's a board. |
| 12. What's that? | 12. That's a bag. |
| 13. What's that? | 13. That's an airplane. |
| 14. What's that? | 14. That's an example. |
| 15. What's that? | 15. That's a table. |
| 16. What's that? | 16. That's a room. |
| 17. What's that? | 17. That's a class. |
| 18. What's that? | 18. That's a watch. |

Drill 11. - Review - Conversation

1. Do the conversation, acting it out.
2. Do the conversation again, part by part, and have the class repeat each part after you. Insist on accurate imitation and correct intonation.
3. Divide the class into two groups, A and B, and have each group repeat its part after you.

Drill 12. - Substitution

- a. When the student hears one of the following words, he completes the sentence:

It is a

He then listens to the correct sentence and repeats it.

- | | |
|-------------|-----------|
| 1. desk | 9. watch |
| 2. chair | 10. bag |
| 3. window | 11. class |
| 4. door | 12. room |
| 5. pen | 13. table |
| 6. pencil | 14. board |
| 7. book | 15. light |
| 8. notebook | 16. wall |

- b. When the student hears one of the following words, he completes the sentence:

It's

- | | |
|----------------|----------------|
| 1. a desk | 11. an animal |
| 2. an orange | 12. an engine |
| 3. a chair | 13. a book |
| 4. an umbrella | 14. a pencil |
| 5. a window | 15. a notebook |
| 6. an auto | 16. a watch |
| 7. an eagle | 17. an example |
| 8. a door | 18. a bag |
| 9. a pen | 19. a class |
| 10. an answer | 20. an office |

- | | |
|-------------|-----------------|
| 21. an exam | 25. an apple |
| 22. a board | 26. a light |
| 23. a room | 27. a wall |
| 24. a table | 28. an airplane |

Drill 13. - Substitution

- a. When the student hears one of the following expressions, he uses it to ask a question:

Is it?

The student then listens to the correct question and repeats it.

- | | |
|----------------|-----------------|
| 1. a desk | 14. a notebook |
| 2. a door | 15. a class |
| 3. an orange | 16. a bag |
| 4. a chair | 17. a watch |
| 5. an umbrella | 18. an example |
| 6. a window | 19. an office |
| 7. an answer | 20. a table |
| 8. a pen | 21. a room |
| 9. an animal | 22. an apple |
| 10. an engine | 23. a board |
| 11. a book | 24. a wall |
| 12. a pencil | 25. an airplane |
| 13. an exam | 26. a light |

- b. When the student hears a word, he uses it to complete the sentence:

That's?

The student must use 'a' or 'an' as needed.

- | | |
|--------------|--------------|
| 1. watch | 14. airplane |
| 2. pencil | 15. animal |
| 3. orange | 16. wall |
| 4. chair | 17. light |
| 5. apple | 18. class |
| 6. office | 19. book |
| 7. door | 20. example |
| 8. window | 21. room |
| 9. notebook | 22. table |
| 10. bag | 23. exam |
| 11. room | 24. board |
| 12. umbrella | 25. office |
| 13. answer | 26. desk |

LESSON TWO

I DIALOG

Greetings (ii)

Good morning.

Good morning.

My name is Mr.

My name is

What's your name?

How are you,?

I'm fine, thank you.

Are you an American?

No, I'm not. I'm from
Abu Dhabi. Are you from
Abu Dhabi too?

No, I'm not. I'm from America.

II PRONUNCIATION

Drill 2. - i vs. e

Note to the teacher: The distinction between i and e is likely to cause the students more difficulty than the distinction between iy and i and needs special attention. The e sound does not exist in Arabic.

pin	pen	bit	bet
sit	set	mit	met
did	dead	win	when
tin	ten	rid	red
hid	head	dick	deck

- Give all the words with i sound slowly, clearly and carefully. Class listens.
- Follow the same procedure with the words containing the e sound.
- Give each word having i sound; class repeats each word.
Give each word having e sound; class repeats each word.
Give minimal pairs; class repeats each pair.
- Step d. of Pronunciation Drill 1
Draw a facial diagram on the board and use it in your questioning.
Both sounds are made in the front of the mouth; the lips are unrounded.
The tongue is higher for i than for e and moves forward for i.
The tip of the tongue touches the back of the lower teeth in pronouncing e. The lips are more spread out for e than for i.
- Give the minimal pairs again; class repeats.
- Give a word; ask students to identify the sound, following the procedure used in Pronunciation Drill 1.

Give a word; ask the students to give the other word of the pair.

g. Give these sentences; class repeats.

Practicing e

1. This set of pens is red.
2. There are ten eggs on the desk.
3. He saw ten dead men.
4. He said he had read his lesson.

Contrasting i and e

1. He hid his head in his hands.
2. Listen to the lesson.
3. Can you spell 'spill'?
4. We write with pens, not pins.

III DRILLS

Drill 1. - Addition

Inform the class that in this drill we introduce a new word, TOO, with the meaning ALSO. Give the new word several times and have the class repeat.

Give each statement; the class uses THAT in place of THIS, repeats the statement, and adds TOO.

Example: T: This is a book. C: That is a book too.

Then give the correct statement, with stress on THAT and on TOO; class repeats.

- | | |
|-------------------------|--------------------------|
| 1. This is a door. | 14. This is an example. |
| 2. This is an apple. | 15. This is an umbrella. |
| 3. This is a desk. | 16. This is a light. |
| 4. This is a chair. | 17. This is a board. |
| 5. This is an orange. | 18. This is an exam. |
| 6. This is an animal. | 19. This is a bag. |
| 7. This is a pen. | 20. This is an office. |
| 8. This is a wall. | 21. This is a class. |
| 9. This is a pencil. | 22. This is a table. |
| 10. This is an engine. | 23. This is an airplane. |
| 11. This is a notebook. | 24. This is a room. |
| 12. This is an answer. | 25. This is a book. |
| 13. This is a window. | 26. This is a watch. |

Drill 2. - Question - Answer

Before beginning the drill, illustrate the meaning of YES and of NO. Give each word several times and have the class repeat.

For the drill, divide the class into two groups. Books are closed. Working from items listed on the next page, point to a picture or to an object. S₁ identifies the item, S₂ asks a question, and then S₁ gives a short answer. Follow the examples given on next page. The roles of S₁ and S₂ should be reversed in the middle of the drill.

Examples:

Teacher points to a book.

Teacher points to an orange.

S₁: That's a book.
S₂: Is that a book?
S₁: Yes, it is.

S₁: That's an orange.
S₂: Is that an orange?
S₁: Yes, it is.

1. pen
2. pencil
3. eagle
4. window
5. desk
6. chair
7. book
8. notebook
9. watch
10. bag

11. orange
12. apple
13. engine
14. animal
15. auto
16. office
17. airplane
18. class
19. table
20. light

Drill 3. - Writing

A separately bound HANDWRITING MANUAL provides the drills to be done in this exercise. The drills should be done daily until they are completed. Students should be required to do the drills as homework assignments, after being given the necessary guidance in class.

Drill 4. - Transformation

Tell the class:

The word NOT is the sign of the negative in English.

Call the attention of the class to the position of the word NOT, and to the stress on NOT, as they listen to you giving these examples:

It is a desk.
This is a pen.
That is a bag.

It is not a desk.
This is not a pen.
That is not a bag.

Give each statement; individual students change it to the negative, as in the examples.

- | | |
|-------------------------|--------------------------|
| 1. It is a desk. | 14. That is an animal. |
| 2. This is a pen. | 15. This is a notebook. |
| 3. That is a chair. | 16. That is an example. |
| 4. It is a window. | 17. It is a watch. |
| 5. This is an orange. | 18. This is an exam. |
| 6. That is an apple. | 19. It is a bag. |
| 7. That is an engine. | 20. That is a class. |
| 8. This is a door. | 21. This is an office. |
| 9. This is an umbrella. | 22. It is a room. |
| 10. This is a wall. | 23. That is an airplane. |
| 11. It is a pencil. | 24. That is a table. |
| 12. This is an answer. | 25. It is a board. |
| 13. That is a book. | 26. That is a light. |

Drill 5. - Question - Answer

Working from the items listed below, point to a picture or to an object and ask a question to which a negative answer must be given. The class makes two replies, as in the example.

Example: T: (pointing to a pencil)
Is this a pen?

S: No, it is not a pen. It is a pencil.

Then give the correct replies and have the class repeat.

- | | |
|-----------|--------------|
| 1. pen | 11. light |
| 2. desk | 12. watch |
| 3. chair | 13. airplane |
| 4. apple | 14. table |
| 5. window | 15. umbrella |
| 6. door | 16. bag |
| 7. pencil | 17. board |
| 8. book | 18. notebook |
| 9. orange | 19. orange |
| 10. wall | 20. engine |

Drill 6. - Contraction

Give the sentence with IT IS NOT; students give the same sentence, using IT'S NOT.

Example: T: It is not a desk.
S: It's not a desk.

Then give the correct sentence and have the class repeat.

- | | |
|---------------------------|----------------------------|
| 1. It is not a wall. | 11. It is not a light. |
| 2. It is not a board. | 12. It is not an animal. |
| 3. It is not an apple. | 13. It is not an example. |
| 4. It is not an eagle. | 14. It is not a chair. |
| 5. It is not a window. | 15. It is not an airplane. |
| 6. It is not a book. | 16. It is not a pen. |
| 7. It is not an engine. | 17. It is not an orange. |
| 8. It is not an umbrella. | 18. It is not a watch. |
| 9. It is not a door. | 19. It is not a car. |
| 10. It is not a room. | 20. It is not a table. |

Drill 7. - Question - Answer

Call the attention of the class to the following and have it repeat the contracted form several times after you:

is not = isn't

Ask a question; the class replies, using NO and ISN'T as in the example.

Example: T: Is it a desk?
S: No, it isn't a desk.

Then give the correct sentence and have the class repeat.

- | | |
|-----------------------|------------------------|
| 1. Is it a chair? | 11. Is it a notebook? |
| 2. Is it a watch? | 12. Is it a pencil? |
| 3. Is it an example? | 13. Is it a class? |
| 4. Is it an animal? | 14. Is it an office? |
| 5. Is it a book? | 15. Is it a bag? |
| 6. Is it an answer? | 16. Is it a window? |
| 7. Is it a door? | 17. Is it a light? |
| 8. Is it a pencil? | 18. Is it an airplane? |
| 9. Is it an umbrella? | 19. Is it an apple? |
| 10. Is it an engine? | 20. Is it a pen? |

Drill 8. - Transformation

For this drill divide the class into two groups.

Give a statement; Group A changes it to a question. Then Group B gives a short negative answer, as in the example. Reverse roles of the two groups in the middle of the drill.

Example: T: It's a book.
Group A: Is it a book?
Group B: No, it isn't.

- | | |
|---------------------|-----------------------|
| 1. It's a window. | 12. It's a wall. |
| 2. It's a watch. | 13. It's an airplane. |
| 3. It's an orange. | 14. It's a bag. |
| 4. It's a desk. | 15. It's an exam. |
| 5. It's an office. | 16. It's a light. |
| 6. It's a notebook. | 17. It's an example. |
| 7. It's a pencil. | 18. It's a table. |
| 8. It's an apple. | 19. It's an engine. |
| 9. It's a door. | 20. It's an umbrella. |
| 10. It's a board. | 21. It's a book. |
| 11. It's an animal. | 22. It's a room. |

Drill 9. - Question - Answer

Ask a question, and then give a word. A student replies with a short negative answer, and then makes a new statement, using the word, as in the example.

Example: T: Is that a desk?
S: No, it isn't. It's a chair.

Give the correct reply and have the class repeat.

- | | |
|-------------------------|---------|
| 1. Is that an orange? | apple |
| 2. Is that an airplane? | engine |
| 3. Is that a wall? | window |
| 4. Is that a pencil? | pen |
| 5. Is that an answer? | example |
| 6. Is that a book? | exam |
| 7. Is that a watch? | animal |

8. Is that a board?	wall
9. Is that a table?	door
10. Is that a light?	bag
11. Is that an animal?	desk
12. Is that a chair?	table
13. Is that a notebook?	watch
14. Is that an umbrella?	pencil
15. Is that a window?	office
16. Is that an apple?	light
17. Is that a door?	board
18. Is that a class?	example
19. Is that a desk?	room
20. Is that an airplane?	wall
21. Is that a pen?	notebook
22. Is that an engine?	window

Drill 10. - Transformation

Before the drill, inform the class that the plural of English nouns is not always formed in the same way, but that most nouns change from singular to plural according to the laws of sound. Then drill the class in the plurals of the nouns given.

Give the singular and plural of the three following types; the class repeats.

a. Some nouns become plural by adding an /s/ sound.

a book	books	a light	lights
a desk	desks	a notebook	notebooks

b. Some nouns become plural by adding a /z/ sound.

a chair	chairs	an apple	apples
a window	windows	an engine	engines
a door	doors	an umbrella	umbrellas
a pen	pens	an answer	answers
a pencil	pencils	a bag	bags
an animal	animals	a wall	walls
an exam	exams	a room	rooms
a table	tables	an example	examples
an airplane	airplanes	a board	boards

c. Some nouns become plural by adding an /iz/ sound.

a class	classes	a watch	watches
an office	offices	an orange	oranges

Drill 11. - Expansion

Before the drill, inform the class that with nouns in the plural form we use **THEY ARE**. Have the class repeat after you, **THEY ARE**. Remind the class that 'a/an' is the sign of the singular and is not used with plural forms.

For the drill divide the class into two groups. Give a word; Group A makes a sentence beginning IT IS. Then Group B makes a sentence using THEY ARE, as in the example. Reverse roles of Groups A and B in the middle of the drill.

Example: T: book
Group A: It is a book.
Group B: They are books.

Give the correct sentence in the plural and have both groups repeat.

- | | |
|--------------|--------------|
| 1. book | 14. desk |
| 2. light | 15. notebook |
| 3. chair | 16. apple |
| 4. window | 17. engine |
| 5. door | 18. umbrella |
| 6. pen | 19. answer |
| 7. pencil | 20. bag |
| 8. animal | 21. wall |
| 9. exam | 22. room |
| 10. table | 23. example |
| 11. airplane | 24. board |
| 12. class | 25. watch |
| 13. office | 26. orange |

Drill 12. - Review - Dialog

1. Divide the class into two groups, A and B, and have each group repeat its part after you.
2. Take one part and have the class reply to you; then reverse parts.

Drill 13. - Contraction

Call the attention of the class to the following and have the class repeat the contracted form after you:

They are = They're

Give one of the statements below; the class replies as in the example, using the contracted form THEY'RE. Then give the correct reply and have the class repeat.

Example: T: They are books.
C: Yes, they're books.

- | | |
|------------------------|-------------------------|
| 1. They are books. | 10. They are pencils. |
| 2. They are lights. | 11. They are apples. |
| 3. They are desks. | 12. They are umbrellas. |
| 4. They are notebooks. | 13. They are engines. |
| 5. They are pens. | 14. They are airplanes. |
| 6. They are animals. | 15. They are tables. |
| 7. They are chairs. | 16. They are answers. |
| 8. They are doors. | 17. They are bags. |
| 9. They are windows. | 18. They are walls. |

- | | |
|------------------------|-----------------------|
| 19. They are rooms. | 23. They are classes. |
| 20. They are examples. | 24. They are watches. |
| 21. They are exams. | 25. They are offices. |
| 22. They are boards. | 26. They are oranges. |

Drill 14. - Transformation

Give one of the sentences below; individual students change the sentences to the singular, using it's.....

Examples: T: They're answers.
S: It's an answer.

T: They're books.
S: It's a book.

- | | |
|------------------------|------------------------|
| 1. They're lights. | 14. They're bags. |
| 2. They're notebooks. | 15. They're walls. |
| 3. They're desks. | 16. They're airplanes. |
| 4. They're books. | 17. They're exams. |
| 5. They're windows. | 18. They're answers. |
| 6. They're animals. | 19. They're rooms. |
| 7. They're apples. | 20. They're examples. |
| 8. They're pens. | 21. They're chairs. |
| 9. They're doors. | 22. They're pencils. |
| 10. They're engines. | 23. They're oranges. |
| 11. They're tables. | 24. They're offices. |
| 12. They're umbrellas. | 25. They're classes. |
| 13. They're apples. | 26. They're watches. |

Drill 15. - Expansion

Give a word or words from the list below. The class makes a sentence, as in the examples. Then give the correct sentence and have the class repeat, if necessary.

Examples: T: a book
S: It's a book.

T: books
S: They're books.

- | | |
|---------------|---------------|
| 1. a book | 15. airplanes |
| 2. watches | 16. books |
| 3. class | 17. a watch |
| 4. umbrella | 18. classes |
| 5. rooms | 19. a pencil |
| 6. a pen | 20. bags |
| 7. a bag | 21. a window |
| 8. windows | 22. offices |
| 9. a door | 23. an apple |
| 10. exams | 24. engines |
| 11. answers | 25. an office |
| 12. an animal | 26. desks |
| 13. notebooks | 27. pencils |
| 14. a chair | 28. an orange |

Drill 16. - Substitution

When the student hears one of the following expressions, he asks a question, beginning

Is this?

He then listens to the correct sentence and repeats it.

- | | |
|----------------|-----------------|
| 1. a desk | 15. a light |
| 2. a window | 16. an umbrella |
| 3. an airplane | 17. a notebook |
| 4. an office | 18. a table |
| 5. a chair | 19. an animal |
| 6. a pen | 20. an answer |
| 7. a pencil | 21. a board |
| 8. an auto | 22. an orange |
| 9. an exam | 23. an engine |
| 10. a book | 24. a wall |
| 11. a bag | 25. a door |
| 12. a room | 26. an eagle |
| 13. an example | 27. a class |
| 14. an apple | 28. a watch |

Drill 17. - Transformation

- a. When the student hears a statement, he changes it to the negative, using ISN'T, as in the example. Then, when he hears the correct sentence, he repeats it.

Example: T: It's a desk.
S: It isn't a desk.

- | | |
|----------------------|-----------------------|
| 1. It's a book. | 11. It's a light. |
| 2. It's a door. | 12. It's an umbrella. |
| 3. It's an orange. | 13. It's a pencil. |
| 4. It's a wall. | 14. It's an answer. |
| 5. It's an apple. | 15. It's an animal. |
| 6. It's an exam. | 16. It's a board. |
| 7. It's a bag. | 17. It's a room. |
| 8. It's an airplane. | 18. It's a notebook. |
| 9. It's an engine. | 19. It's an example. |
| 10. It's a window. | 20. It's a pen. |

- b. When the student hears a statement, he changes it to a question, as in the following example. Then, when he hears the correct sentence, he repeats it.

Example: T: It's a table.
S: Is it a table?

- | | |
|----------------------|-----------------------|
| 1. It's a watch. | 8. It's an apple. |
| 2. It's a book. | 9. It's a name. |
| 3. It's a desk. | 10. It's a window. |
| 4. It's an office. | 11. It's a class. |
| 5. It's an answer. | 12. It's an umbrella. |
| 6. It's an airplane. | 13. It's a pencil. |
| 7. It's a chair. | 14. It's a room. |

15. It's a wall.
16. It's an orange.

17. It's a notebook.
18. It's an exam.

Drill 18. - Transformation

The student hears a statement in the singular; he changes it to the plural, using **THEY'RE....**, as in the example. When he hears the correct sentence, he repeats.

Example: T: It's a book.
S: They're books.

- | | |
|-----------------------|-----------------------|
| 1. It's a light. | 14. It's an apple. |
| 2. It's a notebook. | 15. It's a bag. |
| 3. It's a desk. | 16. It's a wall. |
| 4. It's a book. | 17. It's an engine. |
| 5. It's a door. | 18. It's an umbrella. |
| 6. It's a pencil. | 19. It's a room. |
| 7. It's an animal. | 20. It's an example. |
| 8. It's an exam. | 21. It's a board. |
| 9. It's a window. | 22. It's an answer. |
| 10. It's a pen. | 23. It's a class. |
| 11. It's a table. | 24. It's an office. |
| 12. It's a pencil. | 25. It's an orange. |
| 13. It's an airplane. | 26. It's a watch. |

LESSON THREE

I DIALOG

Nationality and Place of Origin

Good morning.

What's your name?

Are you an Arab?

No, I'm not. I'm an American.

I'm from New York.

Yes, it is. It's very big.

It's a nice country.

Good morning.

My name's Ali.

Yes, I am. I am from
Abu Dhabi. Are you an
Arab?

Where are you from?

It's a big city, isn't it?

How do you like Abu Dhabi?

Yes, it's very nice.

II PRONUNCIATION

Drill 3. - e and ey

pen	pain	wet	wait
met	mate	fen	fain
debt	date	men	main
bet	bait	fed	fade

For steps a., b., and c. follow the same procedure as in
Pronunciation Drill 2.

- d. Exaggerate the diphthongization of the vowel ey. Point out that this vowel is a combination of two sounds in one, and that the tongue position is different: it rises towards a higher position, and the muscles are more tense. Draw a facial diagram to illustrate.

Do steps e. and f. as in Pronunciation Drill 2.

- g. Give these sentences practicing the ey sound; class repeats.

1. This lady has the same name.
2. She was late for the train.
3. The rain fell on the plain.
4. The date today is May 8.

III VOCABULARY

- a. Give each word twice; class repeats.

1. clean
2. big
3. old
4. necessary

- | | |
|--------------|---------------|
| 5. cheap | 13. new |
| 6. useful | 14. important |
| 7. good | 15. expensive |
| 8. beautiful | 16. useless |
| 9. short | 17. bad |
| 10. heavy | 18. wonderful |
| 11. dirty | 19. long |
| 12. small | 20. large |

- b. Give a word from the above list. The class uses it to complete this sentence: It's

IV DRILLS

Drill 1. - Review - Transformation

Recall to the class the word order of the question, when the singular is used. Then give the following sentences and have the class repeat:

They are books.
(statement)

Are they books?
(question)

Give each of the following statements; the class changes the statement to a question, as above. Then give the correct sentence and have the class repeat.

- | | |
|------------------------|-------------------------|
| 1. They are books. | 13. They are animals. |
| 2. They are notebooks. | 14. They are airplanes. |
| 3. They are boards. | 15. They are windows. |
| 4. They are lights. | 16. They are names. |
| 5. They are oranges. | 17. They are offices. |
| 6. They are chairs. | 18. They are apples. |
| 7. They are doors. | 19. They are exams. |
| 8. They are watches. | 20. They are desks. |
| 9. They are pencils. | 21. They are umbrellas. |
| 10. They are rooms. | 22. They are bags. |
| 11. They are tables. | 23. They are rooms. |
| 12. They are pens. | 24. They are classes. |

Drill 2. - Review - Transformation

Give each of the following questions in the singular; individual students change the question to the plural.

Examples: T: Is it a book? S: Are they books?
T: Is it an orange? S: Are they oranges?

- | | |
|----------------------|------------------------|
| 1. Is it a book? | 14. Is it a class? |
| 2. Is it a desk? | 15. Is it a board? |
| 3. Is it a chair? | 16. Is it a room? |
| 4. Is it a window? | 17. Is it an airplane? |
| 5. Is it an office? | 18. Is it a table? |
| 6. Is it an exam? | 19. Is it a light? |
| 7. Is it a door? | 20. Is it an apple? |
| 8. Is it a notebook? | 21. Is it an umbrella? |
| 9. Is it a pen? | 22. Is it a wall? |
| 10. Is it an animal? | 23. Is it a pencil? |
| 11. Is it an engine? | 24. Is it an example? |
| 12. Is it a watch? | 25. Is it an orange? |
| 13. Is it a bag? | 26. Is it an answer? |

Drill 3. - Review - Transformation

Recall to the class the position of the word NOT, and to the stress on NOT, when the singular is used in the negative. Then give the following sentences and have the class repeat:

They are desks.	They are not desks.
They are lights.	They are not lights.
They are watches.	They are not watches.

Give each statement; the class changes it to the negative, as in the examples. Then give the correct negative statement and have the class repeat.

- | | |
|-----------------------|-------------------------|
| 1. They are doors. | 13. They are airplanes. |
| 2. They are books. | 14. They are walls. |
| 3. They are oranges. | 15. They are lights. |
| 4. They are tables. | 16. They are examples. |
| 5. They are rooms. | 17. They are boards. |
| 6. They are watches. | 18. They are umbrellas. |
| 7. They are chairs. | 19. They are apples. |
| 8. They are desks. | 20. They are names. |
| 9. They are offices. | 21. They are windows. |
| 10. They are bags. | 22. They are cities. |
| 11. They are answers. | 23. They are walls. |
| 12. They are pens. | 24. They are animals. |

Drill 4. - Review - Repetition

- a. Give the two statements; the class repeats. Special attention should be given to the accurate repetition of the contracted form THEY'RE.

1. They are not books.	They're not books.
2. They are not chairs.	They're not chairs.
3. They are not windows.	They're not windows.
4. They are not doors.	They're not doors.
5. They are not pencils.	They're not pencils.
6. They are not desks.	They're not desks.

- | | |
|-----------------------------|------------------------|
| 7. They are not notebooks. | They're not notebooks. |
| 8. They are not watches. | They're not watches. |
| 9. They are not bags. | They're not bags. |
| 10. They are not classes. | They're not classes. |
| 11. They are not umbrellas. | They're not umbrellas. |
| 12. They are not rooms. | They're not rooms. |
| 13. They are not pens. | They're not pens. |
| 14. They are not tables. | They're not tables. |

- b. Give the sentence with **THEY ARE NOT**; class gives the same sentence, using **THEY'RE NOT**. Then give the correct sentence and have the class repeat.

Example: T: They are not lights.
S: They're not lights.

- | | |
|--------------------------|-----------------------------|
| 1. They are not lights. | 11. They are not airplanes. |
| 2. They are not walls. | 12. They are not exams. |
| 3. They are not oranges. | 13. They are not chairs. |
| 4. They are not apples. | 14. They are not names. |
| 5. They are not windows. | 15. They are not engines. |
| 6. They are not watches. | 16. They are not rooms. |
| 7. They are not cities. | 17. They are not examples. |
| 8. They are not pencils. | 18. They are not animals. |
| 9. They are not offices. | 19. They are not answers. |
| 10. They are not desks. | 20. They are not classes. |

Drill 5. - Review Transformation

Call the attention of the class to the following and have it repeat the contracted form several times after you:

are not = aren't

Ask a question; the class replies, using **NO** and **AREN't** as in the example.

Example: T: Are they books?
S: No, they aren't books.

- | | |
|------------------------|-------------------------|
| 1. Are they chairs? | 11. Are they windows? |
| 2. Are they doors? | 12. Are they pens? |
| 3. Are they watches? | 13. Are they notebooks? |
| 4. Are they engines? | 14. Are they cities? |
| 5. Are they books? | 15. Are they offices? |
| 6. Are they pencils? | 16. Are they bags? |
| 7. Are they answers? | 17. Are they classes? |
| 8. Are they umbrellas? | 18. Are they umbrellas? |
| 9. Are they animals? | 19. Are they airplanes? |
| 10. Are they examples? | 20. Are they lights? |

Drill 6. - Review - Transformation

For this drill divide the class into two groups.

Give a statement; Group A changes it to a question. Then Group B gives a short negative answer, as in the example. Reverse roles of the two groups in the middle of the drill.

Example: T: They're books.
Group A: Are they books?
Group B: No, they aren't.

- | | |
|-----------------------|------------------------|
| 1. They're rooms. | 13. They're apples. |
| 2. They're oranges. | 14. They're animals. |
| 3. They're walls. | 15. They're lights. |
| 4. They're bags. | 16. They're engines. |
| 5. They're watches. | 17. They're exams. |
| 6. They're pencils. | 18. They're boards. |
| 7. They're classes. | 19. They're tables. |
| 8. They're doors. | 20. They're airplanes. |
| 9. They're umbrellas. | 21. They're names. |
| 10. They're answers. | 22. They're offices. |
| 11. They're desks. | 23. They're chairs. |
| 12. They're windows. | 24. They're examples. |

Drill 7. - Review - Vocabulary

Give each word in III VOCABULARY twice; class repeats.

Drill 8. - Transformation

Give a statement in the singular; the class changes it to the plural, using THEY'RE....., as in the example. Call the attention of the class to the fact that words like clean, big, old (adjectives) remain unchanged, whether we are talking about one thing or many things.

Example: T: It's clean. S: They're clean.

Then give the correct sentence and have the class repeat.

- | | |
|--------------------|---------------------|
| 1. It's clean. | 11. It's dirty. |
| 2. It's big. | 12. It's small. |
| 3. It's old. | 13. It's new. |
| 4. It's necessary. | 14. It's important. |
| 5. It's cheap. | 15. It's expensive. |
| 6. It's useful. | 16. It's useless. |
| 7. It's good. | 17. It's bad. |
| 8. It's beautiful. | 18. It's wonderful. |
| 9. It's short. | 19. It's long. |
| 10. It's heavy. | 20. It's large. |

Drill 9. - Transformation

- a. Give a statement; individual students change it to the negative, using IT'S NOT.

Example: T: It's old. S: It's not old.

- | | |
|----------------|--------------------|
| 1. It's good. | 6. It's useful. |
| 2. It's large. | 7. It's cheap. |
| 3. It's heavy. | 8. It's necessary. |
| 4. It's short. | 9. It's expensive. |
| 5. It's nice. | 10. It's useless. |

b. Give a statement; individual students change it to the negative, using IT ISN'T.

Example: T: It's clean. S: It isn't clean.

- | | |
|--------------------|--------------------|
| 1. It's long. | 6. It's dirty. |
| 2. It's bad. | 7. It's old. |
| 3. It's important. | 8. It's big. |
| 4. It's new. | 9. It's beautiful. |
| 5. It's small. | 10. It's clean. |

Drill 10. - Transformation

Give a statement; individual students change it to a question, as in the example.

Example: T: It's old. S: Is it old?

- | | |
|--------------------|---------------------|
| 1. It's big. | 11. It's good. |
| 2. It's beautiful. | 12. It's useful. |
| 3. It's long. | 13. It's cheap. |
| 4. It's important. | 14. It's necessary. |
| 5. It's new. | 15. It's clean. |
| 6. It's useless. | 16. It's dirty. |
| 7. It's nice. | 17. It's small. |
| 8. It's short. | 18. It's bad. |
| 9. It's expensive. | 19. It's old. |
| 10. It's heavy. | 20. It's large. |

Drill 11. - Transformation

Give a statement; individual students change it to the negative, using THEY'RE NOT.

Example: T: They're small. S: They're not small.

- | | |
|-----------------------|------------------------|
| 1. They're old. | 11. They're good. |
| 2. They're new. | 12. They're bad. |
| 3. They're cheap. | 13. They're necessary. |
| 4. They're expensive. | 14. They're important. |
| 5. They're clean. | 15. They're beautiful. |
| 6. They're dirty. | 16. They're wonderful. |
| 7. They're useful. | 17. They're short. |
| 8. They're useless. | 18. They're long. |
| 9. They're big. | 19. They're heavy. |
| 10. They're nice. | 20. They're large. |

Drill 12. - Completion

Give an expression; the class uses it to form a sentence beginning It's Then give the correct sentence and have the class repeat.

Example: T: an old book S: It's an old book.
 T: a clean room S: It's a clean room.

Call the attention of the class to the following:

1. In English the adjective comes before the noun.
2. We do not use A or AN when we have words like old or clean by themselves; but we do use A or AN, as in the above example, when we have a noun after these words. In such cases, AN is used if the word begins with a vowel sound, as the word OLD does in the example above.

- | | |
|--------------------------|--------------------------|
| 1. an old book | 11. a new umbrella |
| 2. a clean room | 12. a small window |
| 3. a cheap pen | 13. a heavy door |
| 4. an expensive desk | 14. a large class |
| 5. a dirty office | 15. a good apple |
| 6. a necessary exam | 16. a nice watch |
| 7. an important notebook | 17. a beautiful airplane |
| 8. a useless bag | 18. a long pencil |
| 9. a short answer | 19. a bad engine |
| 10. a useful animal | 20. a big orange |

Drill 13. - Combination

Give the two statements as found below; individual students reply as in the example. Then give the correct sentence and have the class repeat.

Examples: T: It's a book. It's old. S: It's an old book.
 T: It's a room. It's clean. S: It's a clean room.

- | | |
|-----------------------|-----------------|
| 1. It's a window. | It's small. |
| 2. It's a door. | It's heavy. |
| 3. It's a class. | It's large. |
| 4. It's an apple. | It's good. |
| 5. It's an engine. | It's bad. |
| 6. It's an orange. | It's big. |
| 7. It's a bag. | It's nice. |
| 8. It's a pen. | It's cheap. |
| 9. It's an answer. | It's short. |
| 10. It's an animal. | It's useful. |
| 11. It's a room. | It's clean. |
| 12. It's a book. | It's old. |
| 13. It's a notebook. | It's important. |
| 14. It's a desk. | It's expensive. |
| 15. It's an umbrella. | It's new. |
| 16. It's an office. | It's dirty. |
| 17. It's an exam. | It's necessary. |
| 18. It's a watch. | It's wonderful. |
| 19. It's a city. | It's beautiful. |
| 20. It's a pencil. | It's long. |

Drill 14. - Addition

The student hears a negative sentence, using THEY'RE NOT; he replies with a negative sentence, using NO and THEY AREN'T, as in the example. Then when he hears the correct sentence, he repeats.

Example: T: They're not old. S: No, they aren't old.

- | | |
|---------------------------|----------------------------|
| 1. They're not big. | 11. They're not large. |
| 2. They're not useless. | 12. They're not necessary. |
| 3. They're not small. | 13. They're not important. |
| 4. They're not old. | 14. They're not short. |
| 5. They're not clean. | 15. They're not wonderful. |
| 6. They're not good. | 16. They're not bad. |
| 7. They're not expensive. | 17. They're not heavy. |
| 8. They're not dirty. | 18. They're not long. |
| 9. They're not useful. | 19. They're not beautiful. |
| 10. They're not new. | 20. They're not cheap. |

Drill 15. - Review - Dialog

1. Divide the class into two groups, A and B, and have each group repeat its part after you.
2. Take one part and have the class reply to you; then reverse parts.

Drill 16. - Transformation

The student hears a statement; he changes it to a question. When he hears the correct question, he repeats.

Example: T: They are old. S: Are they old?

- | | |
|-------------------------|-------------------------|
| 1. They are old | 11. They are short. |
| 2. They are new. | 12. They are long. |
| 3. They are big. | 13. They are necessary. |
| 4. They are small. | 14. They are nice. |
| 5. They are useless. | 15. They are beautiful. |
| 6. They are useful. | 16. They are wonderful. |
| 7. They are dirty. | 17. They are heavy. |
| 8. They are clean. | 18. They are large. |
| 9. They are cheap. | 19. They are good. |
| 10. They are expensive. | 20. They are bad. |

Drill 17. - Transformation

The student hears two sentences; he changes them to the plural, as in the example. Then, when he hears the correct sentences, he repeats.

Example: T: It's a book. It's old.
S: They're books. They're old.

- | | |
|-----------------------|-----------------|
| 1. It's a book. | It's old. |
| 2. It's a desk. | It's new. |
| 3. It's an office. | It's big. |
| 4. It's a class. | It's small. |
| 5. It's an answer. | It's good. |
| 6. It's an apple. | It's bad. |
| 7. It's an exam. | It's long. |
| 8. It's a name. | It's short. |
| 9. It's a room. | It's clean. |
| 10. It's a window. | It's dirty. |
| 11. It's a bag. | It's heavy. |
| 12. It's a door. | It's large. |
| 13. It's a watch. | It's expensive. |
| 14. It's a pen. | It's cheap. |
| 15. It's a chair. | It's useless. |
| 16. It's an engine. | It's useful. |
| 17. It's an orange. | It's wonderful. |
| 18. It's a city. | It's beautiful. |
| 19. It's an exam. | It's necessary. |
| 20. It's an airplane. | It's big. |
| 21. It's a board. | It's dirty. |
| 22. It's an example. | It's important. |
| 23. It's an umbrella. | It's small. |
| 24. It's a table. | It's new. |

LESSON FOUR

I DIALOG

Review the dialogs of Lessons One, Two, and Three.

II PRONUNCIATION

Drill 4. - Short vowel a

at	bag
ask	class
answer	bad
add	man
after	sat
am	bat
acid	fat
atom	had
ax	sank
act	cat

- Give the words of each column; class listens.
- Give the words of each column; class repeats.
- With the help of a facial diagram, point out that the tongue position for a is low front. The tip of the tongue touches the back of the lower teeth. The muscles of the throat are tense. It is important for the students to know that the lips are spread out in pronouncing this vowel sound.
- Give the words again; the class repeats.
- Give these sentences practicing the a sound; the class repeats.

- The cat sat on the mat.
- A fat man ran away.
- He had a bad bag.
- Ask that question after class.

III VOCABULARY

- | | | |
|----------|-----------|-----------|
| 1. one | 7. seven | 13. near |
| 2. two | 8. eight | 14. in |
| 3. three | 9. nine | 15. these |
| 4. four | 10. ten | 16. those |
| 5. five | 11. on | 17. or |
| 6. six | 12. under | 18. very |

IV DRILLS

Drill 1. - Combination

Give the two statements as found below; individual students reply as in the example. Then give the correct sentence and have the class repeat.

Example: T: They are books. They're new.
S: They're new books.

- | | |
|-------------------------|--------------------|
| 1. They are apples. | They're good. |
| 2. They are animals. | They're useful. |
| 3. They are doors. | They're heavy. |
| 4. They are pens. | They're cheap. |
| 5. They are answers. | They're short. |
| 6. They are bags. | They're useless. |
| 7. They are desks. | They're old. |
| 8. They are rooms. | They're clean. |
| 9. They are windows. | They're dirty. |
| 10. They are offices. | They're big. |
| 11. They are classes. | They're small. |
| 12. They are exams. | They're long. |
| 13. They are watches. | They're expensive. |
| 14. They are pencils. | They're long. |
| 15. They are exams. | They're necessary. |
| 16. They are engines. | They're old. |
| 17. They are desks. | They're new. |
| 18. They are names. | They're short. |
| 19. They are tables. | They're large. |
| 20. They are names. | They're beautiful. |
| 21. They are pens. | They're wonderful. |
| 22. They are books. | They're necessary. |
| 23. They are airplanes. | They're big. |
| 24. They are umbrellas. | They're new. |

Drill 2. - Transformation

Give a statement in the singular; the class changes it to the plural, as in the examples. Then give the correct sentence and have the class repeat.

Examples: T: It's an old book. S: They're old books.
T: It's a new desk. S: They're new desks.

- | | |
|------------------------------|-------------------------------|
| 1. It's a long exam. | 13. It's a nice book. |
| 2. It's a small office. | 14. It's a necessary example. |
| 3. It's a big room. | 15. It's a new umbrella. |
| 4. It's an important answer. | 16. It's a wonderful watch. |
| 5. It's an expensive car. | 17. It's a cheap pen. |
| 6. It's a useful door. | 18. It's a short name. |
| 7. It's a heavy engine. | 19. It's a beautiful country. |
| 8. It's a dirty window. | 20. It's a large door. |
| 9. It's a useless animal. | 21. It's a bad apple. |
| 10. It's a clean board. | 22. It's a good answer. |
| 11. It's an old airplane. | 23. It's an old engine. |
| 12. It's a good orange. | 24. It's a useful bag. |

Drill 3. - Transformation

By means of examples demonstrate the different use and meaning of THIS and THAT. Give the plurals and have the class repeat after you.

this	these
that	those

- a. Give a statement in the singular; the class changes it to the plural, as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a desk. S: These are desks.

- | | |
|------------------------|--------------------------|
| 1. This is a chair. | 11. This is an airplane. |
| 2. This is a door. | 12. This is a table. |
| 3. This is a pen. | 13. This is a window. |
| 4. This is a book. | 14. This is an apple. |
| 5. This is a watch. | 15. This is a pencil. |
| 6. This is a bag. | 16. This is an engine. |
| 7. This is an answer. | 17. This is a class. |
| 8. This is an example. | 18. This is an orange. |
| 9. This is a room. | 19. This is an umbrella. |
| 10. This is a light. | 20. This is a notebook. |

- b. Follow the directions of a. above.

Example: T: That is a room. S: Those are rooms.

- | | |
|-----------------------|-------------------------|
| 1. That is a window. | 11. That is a pen. |
| 2. That is a wall. | 12. That is an orange. |
| 3. That is an animal. | 13. That is a chair. |
| 4. That is an exam. | 14. That is an example. |
| 5. That is an apple. | 15. That is a bag. |
| 6. That is a city. | 16. That is an office. |
| 7. That is a board. | 17. That is a door. |
| 8. That is a watch. | 18. That is a pencil. |
| 9. That is a desk. | 19. That is a table. |
| 10. That is a light. | 20. That is a class. |

Drill 4. - Transformation

Give a statement in the singular; the class changes it to the plural as in the examples. Then give the correct sentence and have the class repeat.

Example:	<u>Teacher</u>	<u>Student</u>
	This is a book.	These are books.
	This is new.	These are new.
	This is a new book.	These are new books.

Recall to the attention of the class the structural points involved in each group of three sentences.

- | | |
|----------------------------|--------------------------|
| 1. This is a desk. | 7. This is a door. |
| 2. This is old. | 8. This is small. |
| 3. This is an old desk. | 9. This is a small door. |
| 4. This is an example. | 10. This is an office. |
| 5. This is good. | 11. This is big. |
| 6. This is a good example. | 12. This is a big office |

- | | |
|---------------------------------|----------------------------------|
| 13. This is a room. | 22. This is a bag. |
| 14. This is clean. | 23. This is heavy. |
| 15. This is a clean room. | 24. This is a heavy bag. |
| 16. This is a watch. | 25. This is an exam. |
| 17. This is expensive. | 26. This is necessary. |
| 18. This is an expensive watch. | 27. This is a necessary exam. |
| 19. This is a chair. | 28. This is a country. |
| 20. This is useless. | 29. This is beautiful. |
| 21. This is a useless chair. | 30. This is a beautiful country. |

Drill 5. - Transformation

Give a statement in the singular; the class changes it to the plural, as in the example.

Example: T: The book is new. S: The books are new.

Draw the attention of the class to the fact that the word THE is used with the singular or with the plural. Explain that in this exercise it points to a definite thing, as do THIS and THAT.

- | | |
|-----------------------------|-----------------------------|
| 1. The desk is expensive. | 11. The exam is short. |
| 2. The room is small. | 12. The class is necessary. |
| 3. The watch is new. | 13. The animal is useful. |
| 4. The orange is big. | 14. The desk is cheap. |
| 5. The engine is heavy. | 15. The name is beautiful. |
| 6. The light is old. | 16. The example is bad. |
| 7. The umbrella is large. | 17. The office is clean. |
| 8. The answer is important. | 18. The chair is wonderful. |
| 9. The window is dirty. | 19. The table is long. |
| 10. The light is useless. | 20. The notebook is good. |

Drill 6. - Transformation

- a. Give a statement; the class changes it as in the example, beginning the sentence with IT'S. Then, give the correct sentence and have the class repeat.

Example: T: The book is old S: It's an old book.
T: The chair is new S: It's a new chair.

- | | |
|-----------------------------|--------------------------------|
| 1. The book is important. | 11. The airplane is wonderful. |
| 2. The room is large. | 12. The office is dirty. |
| 3. The class is big. | 13. The wall is necessary. |
| 4. The bag is useful. | 14. The orange is big. |
| 5. The watch is nice. | 15. The umbrella is useless. |
| 6. The notebook is new. | 16. The example is long. |
| 7. The pencil is cheap. | 17. The apple is good. |
| 8. The window is clean. | 18. The city is small. |
| 9. The engine is expensive. | 19. The watch is beautiful. |
| 10. The chair is heavy. | 20. The answer is short. |

- b. Give a statement; the class changes it as in the example, beginning the sentence with **THEY'RE**. Then, give the correct sentence and have the class repeat.

Example: T: The books are old. S: They're old books.

- | | |
|-------------------------------|----------------------------------|
| 1. The chairs are heavy. | 11. The walls are necessary. |
| 2. The engines are expensive. | 12. The offices are dirty. |
| 3. The books are important. | 13. The airplanes are wonderful. |
| 4. The rooms are large. | 14. The watches are beautiful. |
| 5. The classes are big. | 15. The answers are short. |
| 6. The windows are clean. | 16. The cities are small. |
| 7. The notebooks are new. | 17. The oranges are big. |
| 8. The pencils are cheap. | 18. The apples are good. |
| 9. The bags are useful. | 19. The examples are long. |
| 10. The watches are old. | 20. The umbrellas are useless. |

Drill 7. - Question - Answer

- a. Ask a question, using a noun; students give first a short answer, and then a full answer, as in the example. Ask a second question, using an adjective; students again give a short and a full answer, as in the example.

Example: Teacher

Student

Is that a book?
Is it useful?

Yes, it is. It's a book.
Yes, it is. It's useful.

1. Is that a pen?
Is it expensive?
2. Is that an office?
Is it small?
3. Is that an orange?
Is it good?
4. Is that a window?
Is it clean?
5. Is that an umbrella?
Is it old?
6. Is that a book?
Is it important?
7. Is that a chair?
Is it heavy?
8. Is that an exam?
Is it short?

9. Is that an answer?
Is it long?
10. Is that a city?
Is it beautiful?
11. Is that a watch?
Is it good?
12. Is that a pencil?
Is it useful?
13. Is that a board?
Is it dirty?
14. Is that an example?
Is it necessary?
15. Is that a desk?
Is it big?
16. Is that an airplane?
Is it wonderful?

- b. Follow the directions of a., but use a plural noun in the first question.

Example: Teacher

Student

Are those apples?
Are they good?

Yes, they are. They're apples.
Yes, they are. They're good.

1. Are those animals?
Are they useful?

2. Are those classes?
Are they good?

- | | |
|--|--|
| 3. Are those chairs?
Are they new? | 10. Are those lights?
Are they small? |
| 4. Are those engines
Are they old? | 11. Are those rooms?
Are they beautiful? |
| 5. Are those tables?
Are they heavy? | 12. Are those walls?
Are they dirty? |
| 6. Are those rooms?
Are they clean? | 13. Are those cities?
Are they beautiful? |
| 7. Are those bags?
Are they large? | 14. Are those books?
Are they wonderful? |
| 8. Are those watches?
Are they expensive? | 15. Are those desks?
Are they long? |
| 9. Are those exams?
Are they important? | 16. Are those examples?
Are they useless? |

Drill 8. - Writing

(No Material)

Drill 9. - Question - Answer

Give a statement; a student makes a short denial, as in the example, saying No, they're not. Then give a word; the student makes two sentences, as in the example.

Example: T: Those books are cheap.
S: No, they're not.
T: Expensive.
S: They're expensive. They're expensive books.

- | | |
|---------------------------------|-----------|
| 1. Those rooms are small. | big |
| 2. Those walls are clean. | dirty |
| 3. Those pens are expensive. | cheap |
| 4. Those apples are good. | bad |
| 5. Those books are new. | old |
| 6. Those exams are short. | long |
| 7. Those animals are useless. | useful |
| 8. Those rooms are beautiful. | dirty |
| 9. Those airplanes are old. | new |
| 10. Those bags are big. | small |
| 11. Those windows are dirty. | clean |
| 12. Those watches are cheap. | expensive |
| 13. Those examples are useful. | useless |
| 14. Those answers are long. | short |
| 15. Those books are important. | useless |
| 16. Those oranges are bad. | good |
| 17. Those tables are long. | short |
| 18. Those classes are useless. | useful |
| 19. Those offices are dirty. | beautiful |
| 20. Those lights are necessary. | useless |

Drill 10. - Substitution

Call the attention of the students to the following and try to illustrate by example:

1. The function word OR is used in English to mark a choice.

Example: Is that a pen or a pencil?

2. The function word VERY is an intensifier. It always precedes the adjective in English and intensifies its meaning.

Examples: This watch is very expensive.
This is a very expensive watch.

To begin the drill, give two words, e.g., pen pencil. A student asks a question, using OR, e.g., Is that a pen or a pencil?

Answer the question and ask another, e.g., It's a pen. Is it expensive? The student answers, using VERY, e.g., Yes, it's very expensive.

Thus: T: pen pencil
S: Is that a pen or a pencil?
T: It's a pen. Is it expensive?
S: Yes, it's very expensive.

1. Orange apple
It's an orange. Is it good?
2. example answer
It's an example. Is it important?
3. door window
It's a door. Is it useful?
4. book notebook
It's a book. Is it necessary?
5. chair desk
It's a chair. Is it new?
6. window wall
It's a window. Is it dirty?
7. pencil pen
It's a pencil. Is it long?
8. table chair
It's a table. Is it useful?
9. table desk
It's a table. Is it large?
10. office room
It's an office. Is it clean?
11. bag umbrella
It's a bag. Is it heavy?
12. door wall
It's a door. Is it small?

Drill 11. - Repetition - Substitution

- a. Give the cardinal numbers from one to ten; class listens.
- b. Give the cardinal numbers from one to ten; class repeats.

one	two	three	four	five
six	seven	eight	nine	ten

- c. Give a statement; class repeats.

This is one book.
These are two books.
These are three books. Continue up to ten.

- d. Give a word; an individual student gives sentences, using numbers from one to ten.

Example: T: pencil
S: This is one pencil.
These are two pencils.
These are three pencils. Etc., up to ten.

For other individual students, substitute for pencil the following:

light	bag	orange
pen	umbrella	airplane
class	city	desk
watch	exam	book
engine	door	office
room	wall	table
answer	apple	example
board	window	chair

Drill 12. - Review - Dialog

1. Do the dialog, acting it out.
2. Do the dialog again, part by part, and have the class repeat each part after you. Insist on accurate imitation and correct intonation.
3. Divide the class into two groups, A and B, and have each group repeat its part after you.

Drill 13. - Substitution

Give the following prepositions and have the class repeat each one after you several times.

ON UNDER NEAR IN

Show the use of these prepositions by demonstrating with simple examples.

- a. Give the model sentence; class repeats. Then give a word; a student uses this word in place of word underlined in model sentence, and forms a new sentence.

Example: Model sentence: The pen is on the desk.
T:- chair
S: The pen is on the chair.

Substitutions:	chair	watch
	book	board
	table	engine
	notebook	window

b. Same directions as in a. above. Substitute same items.

Model sentence: The pen is under the desk.

c. Same directions as in a. above. Substitute same items.

Model sentence: The pen is near the desk.

d. Same directions as in a. above.

Model sentence: The desk is in the room.

Substitutions:	chair	board
	pencil	light
	pen	notebook
	book	bag
	watch	apple
	orange	umbrella

Drill 14. - Addition

The student hears a statement in the singular; he changes it to the plural and adds TOO, as in the example. When he hears the correct sentence, he repeats.

Example: T: This room is clean.
S: These rooms are clean too.

- | | |
|-------------------------------|---------------------------------|
| 1. This book is new. | 13. This board is clean. |
| 2. This bag is big. | 14. This office is wonderful. |
| 3. This class is small. | 15. This notebook is necessary. |
| 4. This engine is old. | 16. This country is beautiful. |
| 5. This watch is expensive. | 17. This pen is nice. |
| 6. This room is large. | 18. This desk is heavy. |
| 7. This exam is important. | 19. This table is long. |
| 8. This apple is bad. | 20. This airplane is old. |
| 9. This window is dirty. | 21. This animal is big. |
| 10. This orange is cheap. | 22. This chair is small. |
| 11. This umbrella is useless. | 23. This umbrella is useful. |
| 12. This example is good. | 24. This wall is clean. |

Drill 15. - Substitution

Before the drill, call the attention of the class to the following:

IT is the sign of the singular and refers to a thing.
THEY is the sign of the plural and refers to things or persons.

- a. The student hears a sentence in the singular; he makes a new sentence, beginning with IT'S, as in the example.

Example:	<u>Teacher</u>	<u>Student</u>
	The book is new.	It's new.
	This chair is old.	It's old.
	That desk is good.	It's good.

- | | |
|----------------------------|---------------------------------|
| 1. The book is new. | 11. The light is bad. |
| 2. This room is large. | 12. The example is necessary. |
| 3. That animal is useful. | 13. This pen is useless. |
| 4. That chair is small. | 14. This desk is old. |
| 5. The exam is long. | 15. That notebook is important. |
| 6. The window is dirty. | 16. That watch is beautiful. |
| 7. The wall is clean. | 17. This name is beautiful. |
| 8. The bag is heavy. | 18. The country is big. |
| 9. This pencil is good. | 19. That umbrella is new. |
| 10. That pen is expensive. | 20. This class is wonderful. |

- b. The student hears a sentence in the plural; he makes a new sentence, beginning with THEY'RE, as in the example.

Example:	<u>Teacher</u>	<u>Student</u>
	The apples are good.	They're good.
	These pens are dirty.	They're dirty.
	Those bags are clean.	They're clean.

- | | |
|------------------------------|------------------------------------|
| 1. The books are new. | 11. Those notebooks are important. |
| 2. These pens are expensive. | 12. These examples are necessary. |
| 3. Those pencils are good. | 13. The lights are bad. |
| 4. Those rooms are large. | 14. These classes are wonderful. |
| 5. The animals are useful. | 15. Those umbrellas are new. |
| 6. The windows are dirty. | 16. The airplanes are expensive. |
| 7. Those chairs are small. | 17. These watches are beautiful. |
| 8. These walls are clean. | 18. Those desks are old. |
| 9. These bags are heavy. | 19. The pens are useless. |
| 10. The exams are long. | 20. Those animals are big. |

Drill 16. - Review - Pronunciation

- a. Student listens and repeats words with a sound.
b. Student listens and repeats sentences practicing a sound.

Drill 17. - Substitution

- a. Give the model sentence; class repeats. Then give a word; class uses this word in place of the word underlined in the model sentence, and forms a new sentence; an must be used before a word beginning with a vowel sound.

Example: Model sentence: This is a big room.

Teacher: small

Class: This is a small room.

Substitutions:	small	bad
	clean	beautiful
	dirty	long
	new	wonderful
	necessary	large
	cheap	important
	useful	expensive
	useless	old
	good	nice

b. Same directions as in a. above. Substitute same items.

Model sentence: These are big rooms.

Drill 18.- Expansion

- a. The student hears a word or an expression; he uses it to form a sentence, beginning THAT IS, as in the examples. He must choose a or an as needed. He then hears the correct sentence and repeats.

Examples:	Teacher	Student
	new	That is new.
	book	That is a book.
	new book	That is a new book.
1. clean	10. cheap	19. short
2. room	11. pen	20. table
3. clean room	12. cheap pen	21. short table
4. dirty	13. necessary	22. good
5. window	14. exam	23. apple
6. dirty window	15. necessary exam	24. good apple
7. expensive	16. useless	
8. watch	17. example	
9. expensive watch	18. useless example	

- b. The student hears a word or an expression; he uses it to form a sentence, beginning THOSE ARE, as in the examples. He then hears the correct sentence and repeats.

Examples:	Teacher	Student
	old	Those are old.
	chairs	Those are chairs.
	old chairs	Those are old chairs.
1. heavy	10. bad	
2. bags	11. oranges	
3. heavy bags	12. bad oranges	
4. beautiful	13. useless	
5. airplanes	14. animals	
6. beautiful airplanes	15. useless animals	
7. old	16. important	
8. engines	17. classes	
9. old engines	18. important classes	

LESSON FIVE

I DIALOG

On The Way

Good morning,

How are you this morning?

Where are you going?

It's a good class, isn't it?

How many students are there in your class?

Good-bye. See you tomorrow.

Good morning,

I am fine, thanks.

I am going to my English class.

Yes, it is. It's very useful.

There are ten students in my class.

Good-bye.

II PRONUNCIATION

Drill 5. - a iy ey

fat	feet	fate
man	mean	main
at	eat	ate
bat	beat	bait
cap	keep	cape
can	keen	cane
mad	mead	made

The vowel sounds a, iy, and ey have already been presented. Here they are compared and contrasted.

- Give the words of the first set, one at a time; class repeats. Follow the same procedure with the second and the third sets.
- Give the words horizontally, in groups of three, e.g., fat, feet, fate; the class repeats.
- Give a word; ask an individual student to give the two words containing the other two sounds; e.g., give eat and student gives at, ate.
- Give these sentences; the class repeats.
 - The man ate at six o'clock.
 - He's keen on using a cane.
 - Did the man mean "main"?
 - He made the bat eat the bait.
 - The fat man met his fate.

III VOCABULARY

a. Give each word twice; class repeats.

- | | |
|--------------|--------------|
| 1. where | 8. English |
| 2. go | 9. good-bye |
| 3. class | 10. tomorrow |
| 4. how many | 11. some |
| 5. there is | 12. any |
| 6. there are | 13. but |
| 7. student | 14. car |

IV DRILLS

Drill 1. - Repetition

Point out to the class that we often add a TAIL QUESTION to a statement. In so doing, we expect a short answer which confirms the statement.

a. Give a statement with a tail question; the class repeats. Then give a short answer; the class repeats.

1. It's an English class, isn't it? Yes, it is.
2. This is a desk, isn't it? Yes, it is.
3. That's an engine, isn't it? Yes, it is.
4. It's old, isn't it? Yes, it is.
5. It's an important exam, isn't it? Yes, it is.
6. That's an umbrella, isn't it? Yes, it is.
7. The watch is expensive, isn't it? Yes, it is.
8. This is your book, isn't it? Yes, it is.
9. It's a beautiful airplane, isn't it? Yes, it is.
10. The desk is in the room, isn't it? Yes, it is.

Draw the attention of the class to the fact that when the statement is affirmative, the tail question is negative.

b. Follow the directions of a. above.

1. It isn't a door, is it? No, it isn't.
2. This isn't my apple, is it? No, it isn't.
3. That isn't a window, is it? No, it isn't.
4. It isn't new, is it? No, it isn't.
5. It isn't a good answer, is it? No, it isn't.
6. That isn't a light, is it? No, it isn't.
7. The pen isn't cheap, is it? No, it isn't.
8. This isn't long, is it? No, it isn't.
9. It isn't a clean office, is it? No, it isn't.
10. The chair isn't near the wall, is it? No, it isn't.

Draw the attention of the class to the fact that when the statement is negative, the tail question is affirmative.

Drill 2. - Addition

Give a statement; individual students repeat the statement, add a tail question, and give the short answer. Then give the correct sentences and have the class repeat, if necessary.

Example: T: It's an orange,
S: It's an orange, isn't it? Yes, it is.

T: That isn't a chair,
S: That isn't a chair, is it? No, it isn't.

- | | |
|-------------------------|-------------------------------|
| 1. It's a bag, | 11. It isn't a door, |
| 2. It's heavy, | 12. That isn't expensive, |
| 3. This is a desk, | 13. The window isn't dirty, |
| 4. The room is clean, | 14. This isn't wonderful, |
| 5. That's an animal, | 15. It isn't an English book, |
| 6. It's a small office, | 16. That isn't an animal, |
| 7. That's your name, | 17. It isn't cheap, |
| 8. It's useless, | 18. The office isn't big, |
| 9. This book is new, | 19. It isn't important, |
| 10. It's an old engine, | 20. That isn't a new watch, |

Drill 3. - Repetition

- a. Give a statement, in the plural, with a tail question; the class repeats. Then give a short answer; the class repeats.

1. They are chairs, aren't they? Yes, they are.
2. These are desks, aren't they? Yes, they are.
3. Those are engines, aren't they? Yes, they are.
4. They are old, aren't they? Yes, they are.
5. They are important exams, aren't they? Yes, they are.
6. Those are umbrellas, aren't they? Yes, they are.
7. The watches are expensive, aren't they? Yes, they are.
8. These are useful, aren't they? Yes, they are.
9. They are beautiful airplanes, aren't they? Yes, they are.
10. The desks are in the rooms, aren't they? Yes, they are.

Again draw the attention of the class to the fact that when the statement is affirmative, the tail question is negative.

- b. Follow the directions of a. above.

1. They aren't doors, are they? No, they aren't.
2. These aren't apples, are they? No, they aren't.
3. Those aren't windows, are they? No, they aren't.
4. They aren't new, are they? No, they aren't.
5. They aren't good answers, are they? No, they aren't.
6. Those aren't lights, are they? No, they aren't.
7. The pens aren't cheap, are they? No, they aren't.
8. These aren't long, are they? No, they aren't.

9. They aren't clean offices, are they? No, they aren't.
10. The chairs aren't near the wall, are they? No, they aren't.

Again draw the attention of the class to the fact that when the statement is negative, the tail question is affirmative.

Drill 4. - Addition

Give a statement in the plural; a student repeats the statement, adds a tail question, and gives the short answer.

Example: T: They are oranges,
S: They are oranges, aren't they? Yes, they are.

T: They aren't chairs,
S: They aren't chairs, are they? No, they aren't.

- | | |
|----------------------------|-------------------------------|
| 1. They are my bags, | 11. They aren't doors, |
| 2. They are heavy, | 12. Those aren't expensive, |
| 3. These are desks, | 13. The windows aren't dirty, |
| 4. The rooms are clean, | 14. These aren't wonderful, |
| 5. Those are animals, | 15. They aren't short books, |
| 6. They are small offices, | 16. Those aren't animals, |
| 7. Those are short names, | 17. They aren't cheap, |
| 8. They are useless, | 18. The offices aren't big, |
| 9. These books are new, | 19. They aren't important, |
| 10. They are old engines, | 20. Those aren't new watches, |

Drill 5. - Addition

Divide the class into two groups.

Give a statement; Group A repeats the statement and adds a tail question.

Give the correct sentence and have Group A repeat. Then Group B gives the short answer.

Give the correct short answer and have Group B repeat.

Reverse the roles of Groups A and B in the middle of the drill.

- | | |
|--------------------------------|-----------------------------------|
| 1. It's a car, | 15. The pen is under the table, |
| 2. This is expensive, | 16. Those exams aren't long, |
| 3. They are good apples, | 17. It isn't an animal, |
| 4. It isn't important, | 18. The chairs are in the room, |
| 5. They aren't big offices, | 19. These doors aren't necessary, |
| 6. The engines are heavy, | 20. That room is large, |
| 7. The books aren't new, | 21. It's a short name, |
| 8. Those aren't useless, | 22. These are useful, |
| 9. They are bags, | 23. The class is wonderful, |
| 10. It's old, | 24. The light isn't good, |
| 11. That's an airplane, | 25. They aren't new books, |
| 12. This isn't an umbrella, | 26. These are beautiful rooms, |
| 13. The watches are expensive, | 27. That door is new, |
| 14. This is wonderful, | 28. It's on the desk, |

Drill 6. - Substitution

Call the attention of the class to the fact that when we wish to make a statement about the existence or presence of people or things, we often begin the sentence with THERE IS or THERE ARE.

- a. Give the model sentence; the class repeats.

Model sentence: There is a book in the room.

Then give a word; a student uses this word in place of the underlined word in the model sentence and makes a new sentence. The class must choose a or an to use with the word, as needed.

Example: T: chair	S: There is a chair in the room.
desk	light
chair	notebook
class	engine
bag	table
watch	office
window	exam
door	apple
pen	umbrella
pencil	orange
notebook	wall

- b. Give the model sentence; the class repeats.

Model sentence: There are books in the room.

Then give a word; a student uses it in place of the underlined word in the model sentence and makes a new sentence.

Example: T: chairs S: There are chairs in the room.

Use the plural of the words listed in a. above.

Drill 7. - Transformation

- a. Give a statement; a student changes it to a question, as in the example. Then give the correct question and have the class repeat.

Example: T: There is a desk in the room.
S: Is there a desk in the room?

1. There is a chair in the room.
2. There is a class in the room.
3. There is a book on the table.
4. There is a pen on the desk.
5. There is a pencil under the bag.
6. There is a watch on the desk.
7. There is an apple in the bag.
8. There is a light in the office.
9. There is a window near the desk.
10. There is a notebook on the desk.

11. There is a board in the room.
12. There is a table near the door.
13. There is an orange under the desk.
14. There is an umbrella in the room.
15. There is a pencil under the chair.
16. There is a window near the door.
17. There is an engine in the room.
18. There is an orange on the table.
19. There is a pen on the chair.
20. There is a bag under the table.

b. Give a statement in the plural and follow the directions of a.

Example: T: There are books on the table.
S: Are there books on the table?

1. There are lights in the office.
2. There are five oranges on the table.
3. There are six apples in the bag.
4. There are windows near the door.
5. There are ten pens on the chair.
6. There are notebooks on the desk.
7. There are nine books under the table.
8. There are seven students in the class.
9. There are four pencils on the desk.
10. There are two tables near the door.
11. There are eight oranges under the chair.
12. There are three boards in the room.
13. There are seven umbrellas near the door.
14. There are eight watches on the desk.
15. There are ten bags near the wall.

Drill 8. - Question - Answer

Ask a question; the class answers in the negative, first with a short answer, then with a full answer, as in the examples. Give the correct answers and have the class repeat.

Example: T: Is there a book on the table?
S: No, there isn't. There is not a book on the table.

T: Are there pencils under the chair?
S: No, there aren't. There are not pencils under the chair.

1. Is there a pen on the desk?
2. Is there an apple in the bag?
3. Are there five oranges on the table?
4. Are there three boards in the room?
5. Are there two engines in the room?
6. Is there a window near the desk?
7. Is there a pen on the chair?
8. Are there four notebooks under the desk?

9. Are there seven umbrellas near the door?
10. Are there six lights in the room?
11. Is there a table near the door?
12. Is there a class in the room?
13. Are there ten watches on the desk?
14. Are there nine chairs in the room?
15. Is there an animal in the room?
16. Are there three answers on the board?
17. Are there two chairs near the door?
18. Is there an orange near the book?
19. Is there an office in the room?
20. Are there four pencils on the desk?

Drill 9. - Writing

(No Material)

Drill 10. - Repetition

Point out to the class that when we want to know the number of people or things, we begin the question with HOW MANY and then use a noun in the plural.

- a. Give the question; the class repeats. Then give the answer; the class repeats.

1. How many books are there in the room?
There are three books in the room.
2. How many apples are there on the table?
There are five apples on the table.
3. How many pens are there under the chair?
There are four pens under the chair.
4. How many desks are there in the room?
There is one desk in the room.
5. How many chairs are there near the door?
There are two chairs near the door.

- b. For this part of the drill, divide the class into two groups.

Give a word; Group A uses this word in the blank space to complete the question:

How many are there in the room?

Then give a number; Group B uses this number and the word already given to complete the answer:

There are in the room.

- | | | | |
|-----------|------|------------|-------|
| 1. desks | two | 5. watches | three |
| 2. chairs | ten | 6. boards | two |
| 3. books | five | 7. lights | seven |
| 4. doors | two | 8. pens | eight |

9. notebooks	nine	13. oranges	eight
10. bags	six	14. offices	two
11. apples	five	15. engines	ten
12. windows	three	16. pencils	seven

Reverse the roles of Groups A and B and do the drill again.

At the end of the drill, point out that sometimes the facts require that the answer be given in the singular. Give the following examples and have the class repeat question and answer after you:

Examples: How many teachers are there in the room?
There is one teacher in the room.

How many classes are there in the room?
There is one class in the room.

Drill 11. - Substitution

In introducing SOME and ANY, call the attention of the class to the following and then illustrate by the examples, which the class should repeat after you:

The quantifier SOME indicates an indefinite amount or quantity. It changes to ANY in negative sentences and generally in questions.

Examples: There are some books on the table.
There aren't any books on the table.
Are there any books on the table?

- a. Give a word; the class uses it in the blank space to complete this sentence:

There are some in the room.

chairs	walls
classes	oranges
lights	umbrellas
books	apples
pencils	exams
windows	offices
doors	tables
bags	engines
notebooks	desks
watches	pens

- b. Give a word from the list in a. above; the class uses it in the blank space to complete this question:

Are there any in the room?

Drill 12. - Question - Answer

- a. Ask a question; a student gives a negative answer as in the example.

Example: T: Are there any desks in the room?
S: No, there aren't any desks in the room.

1. Are there any pens on the desk?
2. Are there any apples in the bag?
3. Are there any windows near the desk?
4. Are there any books under the chair?
5. Are there any oranges on the table?
6. Are there any engines in the room?
7. Are there any umbrellas near the door?
8. Are there any boards in the room?
9. Are there any notebooks under the desk?
10. Are there any pens on the chair?
11. Are there any students in the class?
12. Are there any pencils near the book?
13. Are there any watches on the desk?
14. Are there any chairs in the office?
15. Are there any cars near the room?

- b. Give a question from a.; the class answers with an affirmative statement as in the example.

Example: T: Are there any desks in the room?
S: Yes, there are some desks in the room.

Drill 13. Review - Dialog

Take the part of one speaker and have individual students take the other part. Then reverse roles.

Drill 14. Question - Answer

Ask a question; the class answers as in the example. Then give the correct answer and have the class repeat. Demonstrate the meaning and use of BUT in this drill.

Example: T: Are there any chairs or desks?
S: There are some chairs, but there aren't any desks.

1. Are there any pens or pencils?
2. Are there any apples or oranges?
3. Are there any lights or rooms?
4. Are there any cars or airplanes?
5. Are there any exams or answers?
6. Are there any doors or windows?
7. Are there any classes or offices?
8. Are there any books or notebooks?
9. Are there any windows or walls?
10. Are there any pencils or notebooks?
11. Are there any tables or chairs?
12. Are there any answers or examples?
13. Are there any offices or rooms?
14. Are there any bags or umbrellas?
15. Are there any rooms or lights?
16. Are there any desks or tables?
17. Are there any oranges or apples?
18. Are there any books or pencils?

Drill 15. - Addition

- a. The student hears an affirmative statement; he repeats it, adds a tail question, and gives a short answer, as in the examples.

Examples: T: It's a chair,
S: It's a chair, isn't it? Yes, it is.

T: Those are new books,
S: Those are new books, aren't they? Yes, they are.

- | | |
|------------------------|------------------------------------|
| 1. It's a desk, | 11. The windows are dirty, |
| 2. It's old, | 12. They are offices, |
| 3. This book is short, | 13. The desks are in the room, |
| 4. The room is large, | 14. They are new, |
| 5. That's an animal, | 15. These are necessary, |
| 6. It's useful, | 16. Those are expensive cars, |
| 7. That's a small car, | 17. The books are under the table, |
| 8. It's important, | 18. These apples are good, |
| 9. This is an engine, | 19. They are long exams, |
| 10. That's heavy, | 20. Those are cheap pencils, |

- b. The student hears a negative statement; he repeats it, adds a tail question, and gives a short answer, as in the examples.

Examples: T: That isn't a window.
S: That isn't a window, is it? No, it isn't.

T: The pens aren't cheap,
S: The pens aren't cheap, are they? No, they aren't.

- | | |
|-----------------------------|--------------------------------------|
| 1. It isn't a wall, | 11. The chairs aren't near the wall, |
| 2. The car isn't dirty, | 12. They aren't expensive, |
| 3. That isn't an animal, | 13. Those aren't umbrellas, |
| 4. This bag isn't heavy, | 14. They aren't large, |
| 5. That office isn't small, | 15. They aren't classes, |
| 6. It isn't a short book, | 16. These aren't old engines, |
| 7. This isn't beautiful, | 17. The examples aren't useless, |
| 8. That isn't a new watch, | 18. The bags aren't under the desk, |
| 9. It isn't important, | 19. The oranges aren't good, |
| 10. The example isn't good, | 20. Those tables aren't cheap, |

Drill 16. - Transformation

- a. The student hears a statement; he changes it to a question, as in the example.

Example: T: There is a book on the table.
S: Is there a book on the table?

1. There is a light in the room.
2. There is a pen on the desk.
3. There is a bag under the table.
4. There is an apple in the bag.
5. There is a car near the office.
6. There is a window near the door.
7. There is a pen on the chair.
8. There is a class in the room.
9. There is an orange on the desk.
10. There is a watch on the table.

- b. The student hears a statement; he changes it to the negative, as in the examples. Then when he hears the correct sentence, he repeats it.

Examples: T: There is an orange near the book.
S: There isn't an orange near the book.

T: There are pens on the desk.
S: There aren't pens on the desk.

1. There is a light in the office
2. There is a book under the chair.
3. There are tables near the door.
4. There are bags under the desk.
5. There are watches in the bag.
6. There is an animal in the room.
7. There is a pen on the desk.
8. There are offices in the room.
9. There are chairs near the wall.
10. There is an exam on the table.

- c. The student hears a sentence (question, affirmative or negative statement); he changes it to the plural, as in the example. Then when he hears the correct sentence, he repeats it.

Example: T: Is there a book in the room?
S: Are there books in the room?

1. Is there a watch on the table?
2. There isn't an orange in the room.
3. There is an apple on the desk.
4. There is a chair near the door.
5. Is there a bag under the table?
6. There isn't a book in the room.
7. Is there a window in the room?
8. Is there a chair near the wall?
9. There isn't an exam in the room.
10. There is a pen on the desk.

Drill 17. - Review - Pronunciation

- a. Student listens and repeats words of each of the three sets.
- b. Student listens and repeats words in groups of three.
- c. Student listens and repeats sentences.

Drill 18. - Question - Answer

The student hears a question; he answers, beginning his sentence There aren't any, as in the example. Then when he hears the correct sentence, he repeats it.

Example: T: How many books are there in the room?
S: There aren't any books in the room.

1. How many chairs are there in the room?
2. How many books are there on the desk?
3. How many apples are there in the bag?
4. How many windows are there near the door?
5. How many notebooks are there under the table?
6. How many lights are there in the room?
7. How many pencils are there on the table?
8. How many boards are there in the office?
9. How many bags are there near the wall?
10. How many cars are there near the office?
11. How many desks are there in the office?
12. How many oranges are there on the desk?
13. How many tables are there in the room?
14. How many watches are there on the table?
15. How many pens are there under the desk?

LESSON SIX

REVIEW

Drill 1. - Review - Transformation

Give a statement; the class changes it to the negative. Then give the correct sentence and have the class repeat. For uniformity in the drill direct the class to use NOT in the uncontracted form.

1. This is a light.
2. It is on the table.
3. They're very cheap.
4. It is old.
5. Those are new students.
6. That's a beautiful wall.
7. The student is new.
8. It's a nice place.
9. These are new watches.
10. They're wonderful engines.
11. There are some pencils in the bag.
12. It's an important class.
13. This is a useful animal.
14. There are some books on the desk.
15. That's a small bag.
16. The place is very nice.
17. They're good answers.
18. This is a short pencil.
19. The exam is long.
20. There are some bags in the room.

Drill 2. - Review - Transformation

Give a sentence; the class changes it to the plural, as in the example. Then give the correct sentence and have the class repeat. Again, for uniformity direct the class not to use contractions in their sentences.

Example: T: It is under the table.
C: They are under the tables.

1. It is near the door.
2. This class is necessary.
3. The bag is under the desk.
4. Is it an apple?
5. That umbrella is useless.
6. This is a good question.
7. The place is nice.
8. It is not an engine.
9. It is very small.
10. This is not an orange.
11. There is a dirty desk in the room.
12. This is a wonderful watch.

13. Is that a bad example?
14. Is there a book on the table?
15. That is not an English class.
16. It is in the office.
17. That airplane is beautiful.
18. This is a useless animal.
19. Is it a short pencil?
20. The exam is short.

Drill 3. - Review - Combination

Give the two statements as found below; the class replies as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a book. The book is old.
S: It's an old book.

1. This is an engine. The engine is old.
2. This is a watch. The watch is wonderful.
3. These are answers. The answers are good.
4. This is an orange. The orange is big.
5. These are tables. The tables are long.
6. These are pens. The pens are cheap.
7. This is an animal. The animal is useful.
8. This is a city. The city is old.
9. These are books. The books are new.
10. This is a watch. The watch is expensive.
11. This is a room. The room is beautiful.
12. These are places. The places are nice.
13. This is a board. The board is new.
14. This is an airplane. The airplane is very large.
15. These are offices. The offices are clean.
16. This is a desk. The desk is dirty.
17. This is an umbrella. The umbrella is old.
18. These are notebooks. The notebooks are useless.
19. This is a wall. The wall is necessary.
20. These are classes. The classes are important.

Drill 4. - Review - Variable Substitution

Begin this drill by going through the examples and explaining the procedure.

Start with the base sentence: It's a book.

As you give a new word or a command, the class makes a new sentence, each time working from the last sentence made. Then give the correct sentence and have the class repeat.

For this and for similar drills in the future, the class must know the meaning of the following commands:

Statement means: change the last sentence to a statement.

Question means: change the last sentence to a question.

Negative means: change the last sentence to the negative.

Singular means: change the last sentence to the singular.

Plural means: change the last sentence to the plural.

Examples:

Base sentence: It's a book.

Teacher

Class

window

It's a window.

apple

It's an apple.

good

It's good.

question

Is it good?

Start the drill with the base sentence and the examples and then continue with the following, working from the top to the bottom of each column:

pencil

class

plural

question

statement

statement

answers

negative

important

plural

singular

notebooks

Drill 5. - Review - Addition

Give a statement; a student repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

1. It's a good book,
2. This isn't a new watch,
3. They are useful animals,
4. That is a clean desk,
5. Those aren't five oranges,
6. This umbrella is useful,
7. That isn't a small room,
8. Those answers are important,
9. They aren't good examples,
10. It is a wonderful watch,
11. They aren't long exams,
12. The table is cheap,
13. The engine isn't new,
14. The chair is cheap,
15. It isn't a useless pen,
16. The bag is near the wall,
17. The auto isn't near the office,
18. It's a beautiful room,
19. These apples aren't bad,
20. The books aren't under the desk,

Drill 6. - Review - Transformation

The student hears a statement; he changes it to a question. Then, when he hears the correct question, he repeats.

1. This is a book.
2. It is on the table.
3. The watches are very nice.
4. It is an old engine.
5. These offices are big.
6. The city is new.
7. They are very clean rooms.
8. The big room is beautiful.
9. That's a long answer.
10. Those are useful animals.
11. There are some pencils in the bag.
12. It's a very important book.
13. They're cheap pens.
14. There is an exam in this room.
15. That is a big umbrella.
16. It is a nice place.
17. There are some lights near the wall.
18. These small rooms are useless.
19. The book is under the table.
20. They're good oranges.

Drill 7. - Review - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 10 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 10.

- a. The first column is used for this part of the drill. The student hears two words; if the sound of the two words is exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

- | | | | |
|---------|-----|-----------|--------|
| 1. sit | set | 6. can | can |
| 2. fate | fat | 7. did | dead |
| 3. beat | bit | 8. listen | lesson |
| 4. pen | pan | 9. did | dead |
| 5. fed | fed | 10. ate | ate |

- b. The second column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. set sit set

The second word has a sound different from the other words, so next to 1. on his paper he writes the number 2.

The student then hears: 2. fed fed fad

The third word has a sound different from the other words, so next to 2. on his paper he writes the number 3.

1.	set	sit	set
2.	fed	fed	fad
3.	pen	pen	pin
4.	late	let	late
5.	red	red	rid
6.	debt	date	date
7.	bid	bed	bid
8.	rate	rate	rat
9.	fade	fed	fed
10.	list	least	list

Drill 8. - Review - Transformation

The student hears a question; he changes it to a simple statement, but does not use contractions. Then when he hears the correct sentence he repeats it.

1. Is it a useful book?
2. Are the books necessary?
3. Is this an old chair?
4. Are they clean rooms?
5. Are they good lights?
6. Is it very dirty?
7. Is that an umbrella?
8. Are they useless?
9. Is the table small?
10. Are those long answers?
11. Is it a nice place?
12. Is the airplane very expensive?
13. Are there any apples under the table?
14. Is the watch on the table?
15. Are there any cars near the wall?
16. Is it a good example?
17. Is it on the board?
18. Is the watch on the desk?
19. Are these answers important?
20. Are there any bags under the table?

Drill 9. - Review - Transformation

The student hears a sentence; he changes it to the singular, but does not use contractions. Then when he hears the correct sentence, he repeats it.

1. Those are wonderful.
2. These are not offices.
3. They are beautiful.
4. Those desks are small.
5. These old apples are bad.

6. They are not engines.
7. The books are useless.
8. The chairs are not new.
9. Those windows are small.
10. The watches are expensive.
11. There are books on the desks.
12. Those exams are not long.
13. The chairs are near the windows.
14. The oranges are in the bags.
15. The examples are useful.
16. Are these good answers?
17. Are the desks in the rooms?
18. Are there any bags under the tables?
19. Are those classes necessary?
20. Are those apples or oranges?

Drill 10. - Review - Question - Answer

Call the attention of the class to the following:

HERE and THERE refer to things near or far respectively and correspond in meaning to this and that. In the following exercise HERE or THERE are to be used at the end of the sentence.

- a. Ask a question; a student answers as in the example. Then give the correct answer and have the class repeat.

Example: T: Are there any books here?
S: Yes, they are some books here.

1. Are there any chairs here?
2. Are there any apples here?
3. Are there any cars here?
4. Are there any windows here?
5. Are there any lights here?
6. Are there any bags here?
7. Are there any exams here?
8. Are there any classes here?
9. Are there any desks here?
10. Are there any pencils here?
11. Are there any watches here?
12. Are there any airplanes here?
13. Are there any tables here?
14. Are there any oranges here?
15. Are there any rooms here?
16. Are there any offices here?
17. Are there any doors here?
18. Are there any pens here?
19. Are there any umbrellas here?
20. Are there any animals here?

- b. Ask a question; a student gives a negative answer as in the example. Then give the correct answer and have the class repeat.

Example: T: Are there any books there?
S: No, there aren't any books there.

Point out that the word THERE at the end of this sentence refers to place and does not have the same meaning as there in the first part of the sentence.

Ask the questions of a. above, substituting the word there for here.

Drill 11. - Review - Repetition

- a. Give the cardinal numbers from eleven to twenty; class listens.
- b. Give the cardinal numbers from eleven to twenty; class repeats.

eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

- c. Give a statement; class repeats.

There are eleven books here.

There are twelve books here. Continue up to twenty.

- d. Give a word; an individual student gives sentences, using numbers from eleven to twenty.

Example: T: pens

S₁: There are eleven pens here.

S₂: There are twelve pens here. Etc., up to twenty.

Words: chairs, pencils, apples, watches, oranges, desks.

Drill 12. - Review - Substitution

For this drill, divide the class into two groups.

Give a word; Group A uses this word in the blank space to complete the question:

How many are there in the room?

Then give a number; Group B uses this number and the word already given to complete the answer:

There are in the room.

- | | | | |
|------------|-----------|---------------|----------|
| 1. chairs | eleven | 11. oranges | nineteen |
| 2. books | twelve | 12. boards | twenty |
| 3. pens | thirteen | 13. pencils | fifteen |
| 4. watches | fourteen | 14. windows | thirteen |
| 5. lights | fifteen | 15. engines | eighteen |
| 6. doors | sixteen | 16. offices | twenty |
| 7. desks | seventeen | 17. apples | nineteen |
| 8. bags | eighteen | 18. notebooks | fourteen |

Drill 13. - Pronunciation - aa - Drill 6.

on	pot
ox	car

arm	hard
army	not
opera	job
honor	hot
alms	cop
honest	farm
olive	heart
art	watch

- Give the words of column one; class listens.
- Give the words of column one; class repeats.
- Give the words of column two; class listens.
- Give the words of column two; class repeats.
- Demonstrate that the tongue position is low central and that the muscles are relaxed.
- Give the words of each column again; class repeats.
- Give the following sentences; class repeats.

- He bought a box of socks.
- The large box is on the table.
- The ox was on the farm.
- The hot pot is hard.
- This is not a watch.

Drill 14. - Review - Repetition

- Give a statement with a tail question; the class repeats.
Then give a short answer; the class repeats.

- There's a chair in the room, isn't there? Yes, there is.
- There's a book on the table, isn't there? Yes, there is.
- There's a window near the desk, isn't there? Yes, there is.
- There's a watch on the desk, isn't there? Yes, there is.
- There's a pencil under the bag, isn't there? Yes, there is.
- There's a light in the office, isn't there? Yes, there is.
- There's an apple in the bag, isn't there? Yes, there is.
- There's a notebook on the desk, isn't there? Yes, there is.
- There's a class in the room, isn't there? Yes, there is.
- There's a pen on the desk, isn't there? Yes, there is.

Point out to the class that there + is = there's. Point out also that in the short answer we use the full form there is.

- Follow the directions of a. above.

- There isn't a table near the door, is there? No, there isn't.
- There isn't a bag under the table, is there? No, there isn't.
- There isn't an umbrella in the room, is there? No, there isn't.
- There isn't a pencil under the chair, is there? No, there isn't.
- There isn't an orange on the table, is there? No, there isn't.
- There isn't a board in the office, is there? No, there isn't.
- There isn't a pen on the chair, is there? No, there isn't.
- There isn't an engine in the room, is there? No, there isn't.
- There isn't a window near the door, is there? No, there isn't.
- There isn't an animal here, is there? No, there isn't.

- c. Give a statement; the class repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: There's a desk in the room,
S: There's a desk in the room, isn't there?
Yes, there is.

T: There isn't a bag on the table,
S: There isn't a bag on the table, is there?
No, there isn't.

1. There's a watch on the desk,
2. There's a chair near the door,
3. There's an apple in the bag,
4. There's a light in the office,
5. There's a book on the table,
6. There's an engine in the room,
7. There's a pen under the bag,
8. There's a car near the wall,
9. There's a pencil on the table,
10. There's a class in the room,
11. There isn't a pen on the chair,
12. There isn't a bag under the table,
13. There isn't an animal in the room,
14. There isn't a pen on the desk,
15. There isn't a table near the wall,
16. There isn't an orange on the table,
17. There isn't an umbrella here,
18. There isn't a window near the desk,
19. There isn't a pen in the book,
20. There isn't a bag in the office,

Drill 15.- Review - Repetition

- a. Give a statement, in the plural, with a tail question; the class repeats. Then give a short answer; the class repeats.

1. There are some books on the table, aren't there? Yes, there are.
2. There are sixteen chairs here, aren't there? Yes, there are.
3. There are twelve bags near the wall, aren't there? Yes, there are.
4. There are some lights in the office, aren't there? Yes, there are.
5. There are some umbrellas here, aren't there? Yes, there are.
6. There are some apples on the chair, aren't there? Yes, there are.
7. There are fifteen pencils on the desk, aren't there? Yes, there are.
8. There are twenty offices here, aren't there? Yes, there are.
9. There are pens in the desk, aren't there? Yes, there are.
10. There are eighteen oranges in the bag, aren't there? Yes, there are.

- b. Follow the directions of a. above.

1. There aren't any animals in the room, are there? No, there aren't.
2. There aren't any cheap watches here, are there? No, there aren't.
3. There aren't any useless classes, are there? No, there aren't.
4. There aren't any chairs in the room, are there? No, there aren't.
5. There aren't any windows near the door, are there? No, there aren't.

6. There aren't any expensive cars here, are there? No, there aren't.
7. There aren't any notebooks under the desk, are there? No, there aren't.
8. There aren't any apples on the table, are there? No, there aren't.
9. There aren't any small chairs here, are there? No, there aren't.
10. There aren't any examples in the book, are there? No, there aren't.

c. Give a statement; the class repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: There are some books on the chair.
S: There are some books on the chair, aren't there?
Yes, there are.

T: There aren't any pens in the bag.
S: There aren't any pens in the bag, are there?
No, there aren't.

1. There are some bags in the office,
2. There are some lights in the room,
3. There are nineteen watches here,
4. There are thirteen pens near the door,
5. There are some cheap cars here,
6. There are some engines near the wall,
7. There are eleven chairs in the office,
8. There are some necessary classes,
9. There aren't any bad apples in the bag,
10. There aren't any long tables here,
11. There aren't any umbrellas under the table,
12. There aren't any beautiful rooms here,
13. There aren't any new watches on the desk,
14. There aren't any windows near the door,
15. There aren't any boards in the room,

Drill 16. - Review Addition

Divide the class into two groups.

Give a statement; Group A repeats the statement and adds a tail question. Then Group B gives the short answer.

Reverse the roles of Groups A and B in the middle of the drill.

1. There's a book on the desk,
2. There's an engine in the room,
3. There are some bags under the table,
4. There are fifteen pencils near the book,
5. There isn't a car near the wall,
6. There aren't any umbrellas here,
7. There aren't any important books on the desk,
8. There's an exam in the notebook,
9. There are some answers on the board,
10. There isn't a light in the office,
11. There's an apple near the chair,
12. There aren't any oranges on the table,

13. There are sixteen chairs in the room,
14. There's a beautiful airplane here,
15. There isn't a door near the window,
16. There aren't any animals in the auto,
17. There's a class in the room,
18. There are twelve engines here,
19. There isn't a pencil under the chair,
20. There are some apples in the bag,

Drill 17. - Writing

(No Material)

Drill 18. - Question - Answer

Give complete answers to the following questions.

1. What is your name?
2. Are you an American?
3. How are you this morning?
4. Where are you going?
5. Good afternoon!
6. Are you from New York?
7. Are you an Arab?
8. Are you from Beirut?
9. Is Abu Dhabi a big city?
10. Is America a small country?
11. Is this an English class?
12. How many students are there in this class?
13. How do you like Abu Dhabi?
14. This is a nice pen, isn't it?

LESSON SEVEN

I DIALOG

Asking About a Person's Work

A	B
Good morning.	Good morning.
Are you a teacher?	No, I'm not a teacher.
What are you?	I'm a student here.
What are you studying?	I'm studying English.
Who is the teacher?	Mr. is the teacher.
Is he a strict teacher?	Yes, he is.
Who is that girl?	She's a secretary.
Are there any girls in your school?	No, there aren't.

II PRONUNCIATION

Drill 7. - oo

all	wall	saw
also	small	law
auto	shawl	draw
office	walk	paw
always	long	jaw

- Give the words of column one; class listens.
- Give the words of column one; class repeats.
- Follow the same procedure for columns two and three.
- Point out that in the pronunciation of this vowel the tongue position is low and back, the lips are slightly rounded, and the muscles are tense.
- Give the words again, column by column, class repeats.
- Give the following sentences; the class repeats.
 - All the offices are small.
 - I saw all the pictures on the wall.
 - The lawyer thought about the law.
 - The dog saw his paw.
 - This small auto is always good.

III VOCABULARY

1. teacher	6. secretary	11. morning
2. study	7. she	12. noon
3. who	8. school	13. afternoon
4. strict	9. o'clock	14. evening
5. girl	10. time	15. night

- | | | |
|--------------|---------------|--------------|
| 16. midnight | 22. after | 28. Thursday |
| 17. half | 23. Saturday | 29. Friday |
| 18. past | 24. Sunday | 30. you (p.) |
| 19. today | 25. Monday | 31. he |
| 20. boy | 26. Tuesday | 32. they |
| 21. before | 27. Wednesday | 33. we |

IV DRILLS

Drill 1. - Repetition

- a. For this drill use a large representation of a clock that has movable hands, or draw a large clock face on the chalkboard.

Set the hands, e.g., at one o'clock.

Then ask several times and have the class repeat: What time is it?

Then, pointing to the clock, give the answer and have the class repeat: It's one o'clock.

Change the hands to two o'clock. Again, ask the question, point to the clock and give the answer; the class repeats.

Follow this procedure through the hours to twelve.

At the end explain to the class:

When we tell time by giving the whole hour, we usually use the word o'clock. When we tell time by giving part of the hour, we usually do not use the word o'clock.

- b. Divide the class into two groups.

Set the clock, beginning at one o'clock and continuing through twelve o'clock. Each time have Group A ask the question and Group B give the answer.

- | | |
|----------------------|----------------------|
| 1. What time is it? | It's one o'clock. |
| 2. What time is it? | It's two o'clock. |
| 3. What time is it? | It's three o'clock. |
| 4. What time is it? | It's four o'clock. |
| 5. What time is it? | It's five o'clock. |
| 6. What time is it? | It's six o'clock. |
| 7. What time is it? | It's seven o'clock. |
| 8. What time is it? | It's eight o'clock. |
| 9. What time is it? | It's nine o'clock. |
| 10. What time is it? | It's ten o'clock. |
| 11. What time is it? | It's eleven o'clock. |
| 12. What time is it? | It's twelve o'clock. |

Drill 2. - Question - Answer

Ask a question about time; the class gives a short negative answer, and then gives a new time by adding one hour, as in the

example. Give the correct sentences and have the class repeat.

Example: T: Is it one o'clock?

S: No, it isn't. It's two o'clock.

- | | |
|-------------------------|---------------------------|
| 1. Is it one o'clock? | 7. Is it seven o'clock? |
| 2. Is it two o'clock? | 8. Is it eight o'clock? |
| 3. Is it three o'clock? | 9. Is it nine o'clock? |
| 4. Is it four o'clock? | 10. Is it ten o'clock? |
| 5. Is it five o'clock? | 11. Is it eleven o'clock? |
| 6. Is it six o'clock? | 12. Is it twelve o'clock? |

At the end of the drill explain to the class that we usually say one o'clock for the hour after twelve o'clock.

Drill 3. - Repetition

Give a statement telling time by the hour and parts of the day; class repeats.

1. It's one o'clock in the morning.
2. It's two o'clock in the morning.
3. It's three o'clock in the morning.
4. It's four o'clock in the morning.
5. It's five o'clock in the morning.
6. It's six o'clock in the morning.
7. It's seven o'clock in the morning.
8. It's eight o'clock in the morning.
9. It's nine o'clock in the morning.
10. It's ten o'clock in the morning.
11. It's eleven o'clock in the morning.
12. It's twelve o'clock noon. It's noon.
13. It's one o'clock in the afternoon.
14. It's two o'clock in the afternoon.
15. It's three o'clock in the afternoon.
16. It's four o'clock in the afternoon.
17. It's five o'clock in the afternoon.
18. It's six o'clock in the evening.
19. It's seven o'clock in the evening.
20. It's eight o'clock in the evening.
21. It's nine o'clock at night.
22. It's ten o'clock at night.
23. It's eleven o'clock at night.
24. It's twelve o'clock midnight. It's midnight.

At the end of the drill call the attention of the class to the following:

In this drill we have used IN with these parts of the day:

in the morning
in the afternoon
in the evening

AT with night - at night

NOON and MIDNIGHT are used by themselves.

Drill 4. - Repetition

- a. Set the clock at half past one. Point to it and make the statement:

It's half past one.

The class repeats.

Follow this procedure through the drill and have the class repeat each statement.

- | | |
|--------------------------|----------------------------|
| 1. It's half past one. | 7. It's half past seven. |
| 2. It's half past two. | 8. It's half past eight. |
| 3. It's half past three. | 9. It's half past nine. |
| 4. It's half past four. | 10. It's half past ten. |
| 5. It's half past five. | 11. It's half past eleven. |
| 6. It's half past six. | 12. It's half past twelve. |

- b. Set the clock, e.g., at half past one, or on the chalkboard write 1:30; then give one of the parts of the day: morning, afternoon, night. Ask: What time is it? The class makes the statement, as in the example. Then give the correct statement and have the class repeat.

Example: T: (on board or clock) 1:30 afternoon. What time is it?

S: It's half past one in the afternoon.

Give different half hours and different parts of day for class to make 20 statements.

Drill 5. - Question - Answer

Give a statement; a student repeats the statement, adds a tail question, and then gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: It's one o'clock,

S: It's one o'clock, isn't it? Yes, it is.

T: It isn't half past six,

S: It isn't half past six, is it? No, it isn't.

1. It isn't two o'clock,
2. It isn't half past three,
3. It's five o'clock,
4. It's half past two,
5. It's half past ten,
6. It isn't four o'clock,
7. It isn't half past five,
8. It's noon,
9. It's nine o'clock,
10. It's half past eight,
11. It's eight o'clock in the morning,
12. It's half past four,
13. It isn't two o'clock in the afternoon,
14. It isn't midnight,

15. It's half past seven in the evening,
16. It isn't eleven o'clock at night,
17. It isn't three o'clock,
18. It's half past ten at night,
19. It's seven o'clock,
20. It isn't half past nine,

Drill 6. - Repetition

- a. Give, one by one, the days of the week. The class repeats.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

- b. Give the question; class repeats. Then give the answer; class repeats.

- | | |
|------------------|---------------------|
| 1. What's today? | Today is Sunday. |
| 2. What's today? | Today is Monday. |
| 3. What's today? | Today is Tuesday. |
| 4. What's today? | Today is Wednesday. |
| 5. What's today? | Today is Thursday. |
| 6. What's today? | Today is Friday. |
| 7. What's today? | Today is Saturday. |

Drill 7. - Question - Answer

By example indicate the difference between TODAY and TOMORROW.

- a. Ask a question; the class gives a short negative answer and then makes a statement, as in the example.

Example: T: Is today Sunday?
C: No, it isn't. Tomorrow is Sunday.

- | | |
|------------------------|-----------------------|
| 1. Is today Sunday? | 5. Is today Thursday? |
| 2. Is today Monday? | 6. Is today Friday? |
| 3. Is today Tuesday? | 7. Is today Saturday? |
| 4. Is today Wednesday? | |

- b. Divide the class into two groups.
Give a day of the week. Group A uses it to ask a question, as in the example. Group B also uses it to answer, as in the example. Give the correct sentences and have each group repeat.

Example: T: Sunday
Group A: Is tomorrow Sunday?
Group B: No, it isn't. Today is Sunday.

Begin with Sunday and go through the days of the week.

Drill 8. - Repetition

- a. Call the attention of the class to the fact that in this drill we use the words BEFORE and AFTER.

On the chalkboard write the days of the week:

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

Give the statement: Sunday is before Monday. The class repeats.
Give the statement: Monday is after Sunday. The class repeats.

From the position of the days on the above list, illustrate the meaning of these two statements.

Follow this procedure for all the days of the week, in each case having the class repeat the statements after you.

- b. Ask a question of an individual student; he replies, as in the example, according to the fact. Then give the correct reply and have the whole class repeat.

Examples: T: What day is after Sunday?
S: Monday is after Sunday.

T: What day is before Wednesday?
S: Tuesday is before Wednesday.

- | | |
|---------------------------------|-----------------------------------|
| 1. What day is after Sunday? | 8. What day is before Sunday? |
| 2. What day is after Monday? | 9. What day is before Monday? |
| 3. What day is after Tuesday? | 10. What day is before Tuesday? |
| 4. What day is after Wednesday? | 11. What day is before Wednesday? |
| 5. What day is after Thursday? | 12. What day is before Thursday? |
| 6. What day is after Friday? | 13. What day is before Friday? |
| 7. What day is after Saturday? | 14. What day is before Saturday? |

Drill 9. - Repetition

Recall to the students that in the conversation drills they used words which we call personal pronouns. In this and the following drills we will practice the use of personal pronouns. We have already used the pronoun it.

Give each of the following and have the class repeat after you.

I	we
you	you
he	they
she	

- a. Give these sentences and have the class repeat:

This is Ali. He is a student.

Give a word or an expression; the class uses it to complete the sentence:

He is

a secretary	in the office
an American	near the chalkboard
a teacher	in the airplane
a Saudi Arabian	near the wall
a teacher	in the car
in the room	near the desk
near the table	short
here	important

- b. Give these sentences and have the class repeat:

This is Laila. She is a student.

Give a word or expression from the above list; the class uses it to complete the sentence:

She is

Drill 10.— Substitution

- a. Five these sentences and have the class repeat:

These are Ali and Hassan. They are boys.

Give a word or expression; the class uses it to complete the sentence:

They are

secretaries	near the table
Saudi Arabians	in the office
students	near the chalkboard
teachers	in the airplane
doctors	near the wall
in the room	in the car
here	short
important	near the desk

- b. Give this sentence and have the class repeat:

We are boys.

Give a word or expression from the list in a. above; the class uses it in place of boys and makes a new sentence.

- c. Give this sentence and have the class repeat:

You are boys.

Give a word or expression from the list in a. above; the class uses it in place of boys and makes a new sentence.

At the end of these exercises, by means of examples point out the following to the class:

1. The personal pronoun you stands for the person or persons addressed. It is singular or plural, masculine or feminine, depending on the context. For singular or plural, we say you are.
2. We is first person plural. It is masculine or feminine, depending on the context.
3. They is third person plural, masculine or feminine, animate or inanimate.

Drill 11.— Chain

Begin the drill with the statement:

I am Mr.

Then ask S₁: Who are you?

S₁ answers : I am He then turns to S₂ and asks:
Who are you?

S₂ replies and then asks S₃, etc., through the class.

Drill 12.— Variable Substitution

Begin the drill by going through the examples and recalling the procedure already explained in Lesson Six, Drill 4. Recall also the meaning of the commands presented there.

Start with the base sentence: I am a teacher.

As you give a new expression or a command, the class makes a new sentence, each time working from the last sentence made. Then give the correct sentence and have the class repeat.

Examples: Base sentence: I am a teacher.

<u>Teacher</u>	<u>Class</u>
he	He is a teacher.
in the room	He is in the room.
we	We are in the room.

Start the drill with the base sentence and the examples and then continue with the following, working from the top to the bottom of each column:

here	they
she	I
question	you
secretary	question
statement	in the office

Drill 13.— Writing

(No material)

Drill 14. - Substitution

The student hears a time expression; he uses it to complete the question:

Is it

1. one o'clock
2. half past one
3. half past three
4. two o'clock in the afternoon
5. six o'clock
6. half past six
7. five o'clock
8. seven o'clock in the morning
9. half past five in the morning
10. ten o'clock
11. midnight
12. nine o'clock at night
13. half past two
14. half past twelve
15. eleven o'clock
16. noon
17. three o'clock in the morning
18. half past six in the evening
19. half past ten at night
20. four o'clock
21. half past four
22. eight o'clock in the evening
23. nine o'clock
24. half past eleven

Drill 15. - Question - Answer

- a. The student hears a statement and then a question; using the information given in the statement, he answers as in the example. When he hears the correct answer, he repeats.

Example: T: Today is Sunday. What's tomorrow?
S: Tomorrow is Monday.

1. Today is Sunday. What's tomorrow?
2. Today is Monday. What's tomorrow?
3. Today is Tuesday. What's tomorrow?
4. Today is Wednesday. What's tomorrow?
5. Today is Thursday. What's tomorrow?
6. Today is Friday. What's tomorrow?
7. Today is Saturday. What's tomorrow?

- b. The student follows the directions given in a. above.

Example: T: Tomorrow is Monday. What's today?
S: Today is Sunday.

1. Tomorrow is Monday. What's today?
2. Tomorrow is Tuesday. What's today?

3. Tomorrow is Wednesday. What's today?
4. Tomorrow is Thursday. What's today?
5. Tomorrow is Friday. What's today?
6. Tomorrow is Saturday. What's today?
7. Tomorrow is Sunday. What's today?

Drill 16. - Addition

S₁ hears a statement; he repeats the statement and adds a tail question. S₂ gives the short answer. Switch roles at mid-point.

Example: T: Today is Tuesday,
 S₁: Today is Tuesday, isn't it?
 S₂: Yes, it is.

- | | |
|-----------------------------|------------------------------|
| 1. Today is Monday, | 11. Tomorrow is Wednesday, |
| 2. Today is Saturday, | 12. Tomorrow isn't Saturday, |
| 3. Today isn't Tuesday, | 13. Today isn't Friday, |
| 4. Tomorrow is Tuesday, | 14. Tomorrow isn't Friday, |
| 5. Tomorrow isn't Thursday, | 15. Today is Tuesday, |
| 6. Today is Thursday, | 16. Today isn't Thursday, |
| 7. Today isn't Sunday, | 17. Tomorrow is Thursday, |
| 8. Tomorrow is Sunday, | 18. Tomorrow isn't Sunday |
| 9. Tomorrow isn't Monday, | 19. Today is Wednesday, |
| 10. Today isn't Monday, | 20. Tomorrow is Friday, |

Drill 17. - Review - Pronunciation

- a. Student listens and repeats words of each column.
- b. Student listens and repeats sentences.

Drill 18. - Review - Conversation

- a. Student listens to whole conversation.
- b. Student listens and repeats words of each speaker.

LESSON EIGHT

I DIALOG

A

Good morning.

How are you today?

Where are you going?

How many classes do you
have today?

How many classes do you have
tomorrow?

What time is your Arabic class?

B

Good morning.

I am fine, thanks.

I am going to class.

I have four classes today.

I have four classes too.

My Arabic class is at ten o'clock
on Tuesday.

II PRONUNCIATION

Drill 8. - ow vs. oo

low	law	note	naught
boat	bought	bowl	ball
coat	caught	close	clause
coal	call	so	saw
know	gnaw	cold	called

- a. Give all the words with the ow sound slowly, clearly, carefully. Class listens.
- b. Follow the same procedure with the words containing the oo sound.
- c. Give each word having ow sound; class repeats each word.
Give each word having oo sound; class repeats each word.
Give minimal pairs; class repeats each pair.
- d. Test discrimination of sounds, as in step c., Pronunciation Drill 1.
- e. Demonstrate that in the pronunciation of the ow sound the tongue position is mid back (low back for oo sound), the lips are rounded (slightly rounded for oo sound), and the muscles are tense for both sounds. Stress the gliding quality in this diphthong; the tongue is raised to the high back position, which causes the vowel to be slightly diphthongized.
- f. Give the minimal pairs again; class repeats.
- g. Give a word; ask students to give the other word of the pair.
- h. Give the following sentences practicing the ow sound; class repeats.

1. I don't know how to go home.
2. So you opened the window.
3. Please close the window.
4. I bought a boat for a low price.
5. He was close to the low wall.

III VOCABULARY

- | | | |
|---------------|--------------------|---------------|
| 1. at (time) | 10. seventy | 19. your |
| 2. in (time) | 11. eighty | 20. his |
| 3. on (day) | 12. ninety | 21. her |
| 4. at (place) | 13. hundred | 22. we |
| 5. twenty | 14. twenty-one | 23. our |
| 6. thirty | 15. have | 24. you (p.) |
| 7. forty | 16. quarter (past) | 25. your (p.) |
| 8. fifty | 17. quarter (to) | 26. they |
| 9. sixty | 18. minute | 27. their |
| | | 28. whose |

IV DRILLS

Drill 1. - Question - Answer

Before beginning this drill recall to the class that in previous drills we used the following words, called prepositions:

IN with these parts of the day: in the morning
in the afternoon
in the evening

AT with the following: at night
at noon
at midnight

Inform the class that in this drill we practice the above and also:

ON with the names of the days: on Tuesday, etc.....

For the drill, ask a question; the class gives an affirmative answer as in the example. For uniformity, contractions should not be used.

Example: T: Is there a class on Monday?
S: Yes, there is a class on Monday.

1. Is there a class on Sunday?
2. Is there a class on Monday?
3. Is there a class in the morning?
4. Is there a class on Wednesday?
5. Is there a class at noon?
6. Is there a class at night?
7. Is there a class on Tuesday?
8. Is there a class in the afternoon?
9. Is there a class on Thursday?
10. Is there a class on Saturday?

11. Is there a class at midnight?
12. Is there a class on Friday?
13. Is there a class in the evening?

At the end of the drill, draw the attention of the class to the following:

When we mention the day and the part of the day, e.g., Monday morning, we do not need to use a preposition, or we may use ON. Give the following sentences and have the class repeat:

There is a class Monday morning.
There is a class on Monday morning.

Drill 2. - Question - Answer

- a. Ask a question; a student gives a short negative answer, and then makes a statement using half past, as in the example.

Example: T: Is the teacher here at one o'clock?
S: No, he isn't. He's here at half past one.

Before going on, draw the attention of the class to the use of AT in connection with a definite point of time. Note that in English we do not use in or on for this purpose.

1. Is the teacher here at one o'clock?
2. Is the teacher here at two o'clock?
3. Is the teacher here at three o'clock?
4. Is the teacher here at four o'clock?
5. Is the teacher here at five o'clock?
6. Is the teacher here at six o'clock?
7. Is the teacher here at seven o'clock?
8. Is the teacher here at eight o'clock?
9. Is the teacher here at nine o'clock?
10. Is the teacher here at ten o'clock?
11. Is the teacher here at eleven o'clock?
12. Is the teacher here at twelve o'clock?

- b. Repeat the drill, using the same question, but having the class use she in the answers.

Example: T: Is the teacher here at one o'clock?
S: No, she isn't. She's here at half past one.

Drill 3. - Substitution

Give a word or an expression; the class uses the word or expression with AT, IN, or ON as needed and completes this sentence:

We are here

Then give the correct sentence and have the class repeat.

Example: T: one o'clock
Class: We are here at one o'clock.

The correct sentences are to be reviewed by the class and are given here for that purpose. Books are to be closed during the drill.

- | | |
|--------------------|--------------------------------|
| 1. one o'clock | We are here at one o'clock. |
| 2. Monday | We are here on Monday. |
| 3. the morning | We are here in the morning. |
| 4. night | We are here at night. |
| 5. Tuesday | We are here on Tuesday. |
| 6. half past two | We are here at half past two. |
| 7. three o'clock | We are here at three o'clock. |
| 8. Wednesday | We are here on Wednesday. |
| 9. the afternoon | We are here in the afternoon. |
| 10. half past four | We are here at half past four. |
| 11. noon | We are here at noon. |
| 12. Thursday | We are here on Thursday. |
| 13. midnight | We are here at midnight. |
| 14. Friday | We are here on Friday. |
| 15. the evening | We are here in the evening. |
| 16. five o'clock | We are here at five o'clock. |
| 17. Saturday | We are here on Saturday. |
| 18. half past six | We are here at half past six. |
| 19. Sunday | We are here on Sunday. |
| 20. the morning | We are here in the morning. |

Drill 4. - Repetition

- a. Give the following sentences with tail questions; the class repeats.

You are a teacher, aren't you?
He is short, isn't he?
She is a secretary, isn't she?
We are in the office, aren't we?
You are secretaries, aren't you?
They are students, aren't they?
I am not useful, am I?
You are not here in the morning, are you?
He is not important, is he?
She is not in the room, is she?
We are not necessary, are we?
You are not students, are you?
They are not in the car, are they?

Point out that the pattern and formation of the tail questions in the above sentences follow what we already learned and practiced.

Note that for the first person singular, when no negative occurs in the statement, there is a difference. Give the following sentence and have the class repeat:

I am a student, am I not?

Inform the class that the short answers involving personal pronouns will be practiced later.

- b. Give a statement; the class repeats the statement and adds a tail question. Then give the correct sentence and have the class repeat.

- | | |
|---------------------------------|---------------------------------|
| 1. He is a teacher, | 11. She is not near the table, |
| 2. She is here on Monday, | 12. You are not there at night, |
| 3. They are Americans, | 13. I am not a secretary, |
| 4. We are in the room at noon, | 14. They are not teachers, |
| 5. You are here in the morning, | 15. We are not Americans, |
| 6. I am a student, | 16. We are not here at noon, |
| 7. He is at the desk, | 17. He is not short, |
| 8. She is important, | 18. They are not necessary, |
| 9. You are near the car, | 19. You are not teachers, |
| 10. They are boys, | 20. She is not in the office, |

Drill 5. - Repetition

- a. Give each of the following numbers two times; the class repeats.

twenty	thirty	forty	fifty
sixty	seventy	eighty	ninety one hundred

- b. Count from twenty-one to thirty; the class repeats each number.
- c. Have one student count from twenty-one to thirty; the next student from thirty-one to forty; have individual students continue up to one hundred.

At the end of the drill call the attention of the class to the hyphenation of compound cardinal numbers, e.g., twenty-one, twenty-two, etc....., up to ninety-nine.

Drill 6. - Repetition

- a. Give the following pairs of numbers that are likely to be confused; the class listens.

thirty	thirteen
forty	fourteen
fifty	fifteen
sixty	sixteen
seventy	seventeen
eighty	eighteen
ninety	nineteen

- b. Give the pairs again; the class repeats.
- c. Write these numbers on the chalkboard; then ask individual students to say the number you indicate:

13	90	60	14	70	18	76
15	16	50	65	19	93	40
54	30	80	38	17	73	39

- d. Say each of the following words and have the students write down the numbers that stand for them:

fifty	thirteen	nineteen	forty	ninety
sixty	eighteen	fourteen	seventy	seventeen
fifteen	thirty	sixteen	eighty	sixty

Drill 7. - Substitution

Give a word; S₁ uses it in the blank space to complete the question:

How many are there in the room?

Write a number from 20 to 100 on the chalkboard; S₂ uses this number and the word already given to complete the answer:

There are in the room.

Example: T: chairs

S₁: How many chairs are there in the room?

T: (writes on chalkboard) 23

S₂: There are twenty-three chairs in the room.

Use the following words; make your own selection of numbers.

desks	windows	students	umbrellas
pencils	doors	notebooks	oranges
tables	watches	bags	apples
books	classes	offices	teachers
pens	lights	answers	boys
		engines	girls

Drill 8. - Repetition

- a. Set the clock at quarter past twelve. Ask: What time is it? Then point to the clock and make the statement:

It's quarter past twelve.

The class repeats.

Follow this procedure through the drill and have the class repeat each statement.

- | | |
|------------------------------|-------------------------------|
| 1. It's quarter past twelve. | 7. It's quarter past six. |
| 2. It's quarter past one. | 8. It's quarter past seven. |
| 3. It's quarter past two. | 9. It's quarter past eight. |
| 4. It's quarter past three. | 10. It's quarter past nine. |
| 5. It's quarter past four. | 11. It's quarter past ten. |
| 6. It's quarter past five. | 12. It's quarter past eleven. |

- b. Ask a question about time, using quarter past; a student gives a short negative answer, and then makes a statement, adding one hour to the time, as in the example. Then give the correct sentences and have the class repeat.

Example: T: Is it quarter past one?

S: No, it isn't. It's quarter past two.

1. Is it quarter past one?
 2. Is it quarter past two?
 3. Is it quarter past three?
 4. Is it quarter past four?
 5. Is it quarter past five?
 6. Is it quarter past six?
 7. Is it quarter past seven?
 8. Is it quarter past eight?
 9. Is it quarter past nine?
 10. Is it quarter past ten?
 11. Is it quarter past eleven?
 12. Is it quarter past twelve?
- c. Set the clock at quarter to twelve, and follow the procedure of a. above, making the statement:

It's quarter to twelve.

The class repeats.

Follow the same procedure through the drill and have the class repeat each statement.

1. It's quarter to twelve.
 2. It's quarter to one.
 3. It's quarter to two.
 4. It's quarter to three.
 5. It's quarter to four.
 6. It's quarter to five.
 7. It's quarter to six.
 8. It's quarter to seven.
 9. It's quarter to eight.
 10. It's quarter to nine.
 11. It's quarter to ten.
 12. It's quarter to eleven.
- d. Set the clock at quarter to one. S₁ asks the question:

Is it quarter to one or quarter to two?

Then S₂ give the answer:

It's quarter to one.

Set the clock at quarter to two; have S₁ ask the question and S₂ give the answer, as above. Continue the procedure up through quarter to twelve.

Drill 9. - Repetition

Set the clock at five minutes past twelve.

Ask an individual student (not the whole class), What time is it?

Direct the student to listen and then repeat each statement after you; give one statement at a time.

It's five minutes past twelve. It's five past twelve.

Explain to the class briefly that we may use or not use the word minutes after the word five; the meaning is the same.

Set the clock at ten minutes past twelve; follow the above procedure with the next student and continue on in this way through the drill.

1. It's five minutes past twelve. It's five past twelve.
2. It's ten minutes past twelve. It's ten past twelve.
3. It's quarter past twelve.
4. It's twenty minutes past twelve. It's twenty past twelve.
5. It's twenty-five minutes past twelve. It's twenty-five past twelve.
6. It's half past twelve.

7. It's twenty-five minutes to one. It's twenty-five to one.
8. It's twenty minutes to one. It's twenty to one.
9. It's quarter to one.
10. It's ten minutes to one. It's ten to one.
11. It's five minutes to one. It's five to one.
12. It's one o'clock.
13. It's five minutes past one. It's five past one.

The drill may be continued, up through two o'clock.

Drill 10. - Repetition

Before beginning the drill, draw the attention of the class to the possessives and the personal pronouns they correspond to. Give each of the following pairs and have the class repeat.

I	my
you	your
he	his
she	her

we	our
you	your
they	their

Point out also that when we ask about the possession or ownership of people or things we use WHOSE and a noun. Give this sentence and have the class repeat.

Whose book is this?

- a. Do this part of the drill with individual students.

Ask the question; student repeats. Give the answer; student repeats. Then ask the question again; the student gives the answer.

Example:	Teacher	Student
	Whose book is this?	Whose book is this?
	It's my book.	It's my book.
	Whose book is this?	It's my book.
1.	Whose book is this?	It's my book.
2.	Whose pen is this?	It's my pen.
3.	Whose desk is this?	It's my desk.
4.	Whose pencil is this?	It's my pencil.
5.	Whose watch is this?	It's my watch.
6.	Whose bag is this?	It's my bag.
7.	Whose office is this?	It's my office.
8.	Whose chair is this?	It's my chair.
9.	Whose light is this?	It's my light.
10.	Whose apple is this?	It's my apple.

- b. For this part of the drill, divide the class into two groups. Give a word; Group A uses it in the blank space to complete the question:

Whose is this?

Group B uses the word in the blank space to complete the answer:

It's his

orange
class
answer
engine
table
umbrella

notebook
desk
car
exam
airplane
watch

Reverse groups and do this part of the drill again.

Drill 11. - Repetition

- a. Do this part of the drill with individual students.

Ask the question; student repeats. Give the answer; student repeats. Then ask the question again; student gives the answer.

Example:	<u>Teacher</u>	<u>Student</u>
	Whose pens are these?	Whose pens are these?
	They're your pens.	They're your pens.
	Whose pens are these?	They're your pens.

- | | |
|------------------------------|-----------------------|
| 1. Whose watches are these? | They're your watches. |
| 2. Whose chairs are these? | They're your chairs. |
| 3. Whose desks are these? | They're your desks. |
| 4. Whose bags are these? | They're your bags. |
| 5. Whose apples are these? | They're your apples. |
| 6. Whose lights are these? | They're your lights. |
| 7. Whose books are these? | They're your books. |
| 8. Whose offices are these? | They're your offices. |
| 9. Whose pencils are these? | They're your pencils. |
| 10. Whose engines are these? | They're your engines. |

- b. For this part of the drill, divide the class into two groups. Give a word; Group A uses it in the blank space to complete the question:

Whose are these?

Group B uses the word in the blank space to complete the answer:

They're our

tables
answers
pens
umbrellas
classes
oranges

exams
desks
airplanes
examples
cars
notebooks

Drill 12. - Writing

(No Material)

Drill 13. - Question - Answer

- a. Ask a question; the class answers as in the example.

Example: T: Are those their pencils?
 Class: Yes, they are their pencils.

- | | |
|-------------------------------|-----------------------------------|
| 1. Are those their chairs? | 8. Are those their answers? |
| 2. Are those their books? | 9. Are those their old notebooks? |
| 3. Are those their new pens? | 10. Are those their old engines? |
| 4. Are those their umbrellas? | 11. Are those their lights? |
| 5. Are those their apples? | 12. Are those their big animals? |
| 6. Are those their watches? | 13. Are those their watches? |
| 7. Are those their students? | 14. Are those their oranges? |

- b. Give a word; the class uses it in the blank space to complete the sentence:

It's her

book	apple
orange	watch
room	car
office	table
umbrella	chair
desk	pen
notebook	answer

- c. Ask a question; the class first gives a negative answer, and then makes a statement, as in the example. Then give the correct sentences and have the class repeat.

Example: T: Are those their desks?
 Class: No, they aren't their desks.
 They are our desks.

- | | |
|------------------------------|-----------------------------------|
| 1. Are those their pencils? | 8. Are those their airplanes? |
| 2. Are those their offices? | 9. Are those their big umbrellas? |
| 3. Are those their bags? | 10. Are those their rooms? |
| 4. Are those their books? | 11. Are those their chalkboards? |
| 5. Are those their new pens? | 12. Are those their engines? |
| 6. Are those their oranges? | 13. Are those their long tables? |
| 7. Are those their students? | 14. Are those their exams. |

Drill 14. - Substitution

The student hears a word or an expression; he uses the word or expression with AT, IN, or ON as needed and completes this sentence:

She is there

Example: T. one o'clock
 S: She is there at one o'clock.

six o'clock	midnight
Tuesday	quarter to six
night	Thursday

the morning
Friday
half past two
five o'clock
Wednesday
the afternoon
half past four

noon
quarter past nine
Monday
the evening
half past nine
the morning
Saturday

Drill 15. - Review - Pronunciation

- a. Student listens and repeats minimal pairs.
- b. Student listens and repeats sentences.

Drill 16. - Question - Answer

The student hears a question; he answers as in the example.

Example: T: Is he here at five o'clock on Wednesday?
S: Yes, he is here at five o'clock on Wednesday.

1. Is he here at four o'clock on Monday?
2. Is he here at half past one on Wednesday?
3. Is he here at ten past two on Friday?
4. Is he here at seven o'clock in the morning?
5. Is he here at five past eight on Thursday?
6. Is he here at three o'clock in the afternoon?
7. Is he here at quarter past six on Tuesday?
8. Is he here at quarter to nine on Saturday?
9. Is he here at half past seven in the evening?
10. Is he here at eight o'clock in the morning?
11. Is he here at quarter to three on Wednesday?
12. Is he here at twenty to five on Sunday?
13. Is he here at noon on Monday?
14. Is he here at twenty-five to nine on Friday?
15. Is he here at half past eight on Tuesday?
16. Is he here at ten o'clock at night?
17. Is he here at ten past two on Wednesday?
18. Is he here at midnight on Saturday?
19. Is he here at six o'clock in the evening?
20. Is he here at five to twelve on Monday?

Drill 17. - Cued Substitution

- a. The student hears a word; he uses it in the blank space to complete a question, and then he asks another question, as in the example. When he hears the correct questions, he repeats them. The question to be completed is:

Whose is that?

Example: T: book
S: Whose book is that? Is it your book?

pencil
watch
chair

apple
umbrella
notebook

room
engine
table
answer

exam
class
car
office

- b. The student follows the directions given in a. The sentence to be completed is:

Whose are those?

He then asks a second question as in this example.

Example: T: pens
S: Whose pens are those? Are they their pens?

desks
bags
oranges
students
airplanes
animals
examples

lights
watches
books
rooms
engines
apples
exams

Drill 18. - Question - Answer

- a. The student hears a question; he answers as in the example.

Example: T: Is this your watch?
S: Yes, it's my watch.

- | | |
|---------------------------|--------------------------|
| 1. Is this your desk? | 8. Is this your pen? |
| 2. Is this your umbrella? | 9. Is this your table? |
| 3. Is this your chair? | 10. Is this your exam? |
| 4. Is this your car? | 11. Is this your engine? |
| 5. Is this your answer? | 12. Is this your orange? |
| 6. Is this your class? | 13. Is this your pencil? |
| 7. Is this your room? | 14. Is this your light? |

- b. The student hears a question; he answers as in the example.

Example: T: Are these my books?
S: No, they aren't your books.

- | | |
|----------------------------|-----------------------------|
| 1. Are these my pens? | 8. Are these my offices? |
| 2. Are these my apples? | 9. Are these my chairs? |
| 3. Are these my watches? | 10. Are these my notebooks? |
| 4. Are these my airplanes? | 11. Are these my boards? |
| 5. Are these my examples? | 12. Are these my animals? |
| 6. Are these my umbrellas? | 13. Are these my tables? |
| 7. Are these my bags? | 14. Are these my oranges? |

LESSON NINE

I DIALOG

Asking About Names, Age and Marital Status

Good morning.	Good morning.
What's your name?	My name is Ali.*
What's your full name?	My full name is Ali al-Hakim.
Is al-Hakim your family name?	Yes, it is.
How old are you?	I'm twenty years old.
Are you married or single?	I'm not married. I'm single.
I'm single too, but my brother is married.	Well, it's time for class. See you later.

*After the conversation has been learned, individual students in doing the conversation should use their own names.

II PRONUNCIATION

Drill 9. - u vs. uw

pull	-	pool	could	-	cooed
look	-	Luke	soot	-	suit
full	-	fool	would	-	wooded

- a. Give words with u sound; class listens.
- b. Give words with u sound; class repeats.
- c. Follow same procedure with words having uw sound.
- d. Give the minimal pairs; class repeats.
- e. Test discrimination of sounds as in step c., Pronunciation Drill 1.
- f. Demonstrate that in the pronunciation of the u sound the tongue position is high back, the lips are slightly rounded, and the muscles relaxed. In the pronunciation of the uw sound the tongue position is also high back, but the lips are rounded, and the muscles are tense. Again, keep in mind that it is vowel length in Arabic that is opposed to vowel quality in English.
- g. Give the minimal pairs again; the class repeats.
- h. Give a word; ask students to give the other word of the pair.
- i. Give the following sentences; the class repeats.

1. The fool broke the rule.
2. He bought food, fruit, and soup.

3. She put on her new blue shoes.
4. He proved to be a true blue friend.
5. Did you lose your boots or shoes?

III VOCABULARY

- | | | |
|-----------|------------|-------------|
| 1. red | 7. brown | 13. family |
| 2. black | 8. white | 14. old |
| 3. orange | 9. gray | 15. married |
| 4. yellow | 10. gold | 16. single |
| 5. green | 11. silver | 17. brother |
| 6. blue | 12. full | 18. place |

IV DRILLS

Drill 1. - Answer - Question

Give a statement, stressing my. A student asks a question, as in the examples.

Examples: T: That isn't my book.
S: Whose book is it?

T: Those aren't my books.
S: Whose books are they?

- | | |
|------------------------------|------------------------------|
| 1. That isn't my pen. | 11. Those aren't my desks. |
| 2. That isn't my chair. | 12. That isn't my airplane. |
| 3. That isn't my apple. | 13. Those aren't my watches. |
| 4. That isn't my table. | 14. That isn't my orange. |
| 5. That isn't my car. | 15. Those aren't my oranges. |
| 6. That isn't my umbrella. | 16. Those aren't my pencils. |
| 7. Those aren't my apples. | 17. That isn't my office. |
| 8. Those aren't my rooms. | 18. Those aren't my tables. |
| 9. Those aren't my engines. | 19. Those aren't my animals. |
| 10. Those aren't my classes. | 20. That isn't my exam. |

Drill 2. - Question - Answer

Divide the class into two groups.

- a. Give a word; Group A uses the word in the blank space to complete the question:

Is that my?

Group B gives a short negative answer, and then makes a statement, using the given word in the blank space.

No, it isn't. It's his

Example: Teacher: book
Group A: Is that my book?
Group B: No, it isn't. It's his book.

watch
notebook
car
apple
desk
exam
table

room
light
bag
umbrella
office
example
class

- b. Follow the directions of a. above. Groups A and B complete these sentences:

Group A: Is that our?

Group B: No, it isn't. It's their

Give the words of a. above.

Drill 3. - Review - Conversation

Take one part of the conversation and have individual students take the other part. Then reverse roles.

Drill 4. - Substitution

Call the attention of the class to the fact that in this drill we practice negative questions. Give the following examples and have the class repeat:

Isn't this a book?
Aren't these books?

Point out that we generally use the contracted form in negative questions, e.g., isn't, aren't; that in English the expected answer to a negative question is usually in the affirmative (for the examples above: Yes, it is. Yes, they are).

For the drill divide the class into two groups.

- a. Give an expression; Group A uses it to complete the negative question:

Isn't this?

Group B gives the short answer:

Yes, it is.

Reverse the roles of Groups A and B in the middle of the drill.

- | | |
|-------------------|-------------------|
| 1. his book | 11. her chair |
| 2. your pen | 12. their desk |
| 3. my notebook | 13. my room |
| 4. their office | 14. your umbrella |
| 5. her room | 15. his car |
| 6. our class | 16. their animal |
| 7. his engine | 17. her pencil |
| 8. their airplane | 18. your apple |
| 9. your bag | 19. our office |
| 10. our table | 20. his exam |

- b. Give an expression; Group A uses it to complete the negative question:

Aren't these?

Group B gives the short answer: Yes, they are.
Reverse roles in the middle of the drill.

- | | |
|--------------------|---------------------|
| 1. his engines | 11. my notebooks |
| 2. your pens | 12. their airplanes |
| 3. my oranges | 13. his apples |
| 4. their umbrellas | 14. her answers |
| 5. her animals | 15. our desks |
| 6. our offices | 16. your pencils |
| 7. his doors | 17. his animals |
| 8. your lights | 18. her umbrellas |
| 9. my oranges | 19. their rooms |
| 10. their chairs | 20. my books |

Drill 5. - Addition

Divide the class into two groups.

- a. Give a statement; S₁ repeats the statement and adds a tail question. S₂ gives a short answer and then a full answer, as in the example.

Example: T: This is my pen,
S₁: This is my pen, isn't it?
S₂: Yes, it is. It's your pen.

- | | |
|-----------------------|--------------------------|
| 1. This is my room, | 8. This is my car, |
| 2. This is my desk, | 9. This is my engine, |
| 3. This is my table, | 10. This is my chair, |
| 4. This is my book, | 11. This is my umbrella, |
| 5. This is my answer, | 12. This is my class, |
| 6. This is my orange, | 13. This is my exam, |
| 7. This is my watch, | 14. This is my apple, |

- b. Give a statement; S₂ repeats the statement and adds a tail question. S₁ gives a short negative answer and then makes a statement, as in the example.

Example: T: This isn't my apple,
S₂: This isn't my apple, is it?
S₁: No, it isn't. That is your apple.

- | | |
|----------------------------|---------------------------|
| 1. This isn't my office, | 8. This isn't my room, |
| 2. This isn't my notebook, | 9. This isn't my orange, |
| 3. This isn't my pencil, | 10. This isn't my chair, |
| 4. This isn't my example, | 11. This isn't my watch, |
| 5. This isn't my bag, | 12. This isn't my engine, |
| 6. This isn't my light, | 13. This isn't my class, |
| 7. This isn't my airplane, | 14. This isn't my table, |

Drill 6. - Addition

Divide the class into two groups.

- a. Give a statement; Group A repeats the statement and adds a tail question. Group B gives a short answer and then a full answer, as in the example. For both groups give the correct sentences and have them repeat.

Example: Teacher: These are his books,
Group A: These are his books, aren't they?
Group B: Yes, they are. They're his books.

- | | |
|----------------------------|-----------------------------|
| 1. These are his watches, | 8. These are his chairs, |
| 2. These are his students, | 9. These are his umbrellas, |
| 3. These are his desks, | 10. These are his animals, |
| 4. These are his oranges, | 11. These are his exams, |
| 5. These are his bags, | 12. These are his engines, |
| 6. These are his answers, | 13. These are his cars, |
| 7. These are his tables, | 14. These are his boards, |

- b. Give a statement; Group B repeats the statement and adds a tail question. Group A gives a short negative answer and then makes a statement, as in the example. Then, for both groups give the correct sentences and have them repeat.

Example: Teacher: These aren't his chairs,
Group B: These aren't his chairs, are they?
Group A: No, they aren't. They're her chairs.

- | | |
|--------------------------------|---------------------------------|
| 1. These aren't his pencils, | 8. These aren't his engines, |
| 2. These aren't his students, | 9. These aren't his umbrellas, |
| 3. These aren't his offices, | 10. These aren't his oranges, |
| 4. These aren't his cars, | 11. These aren't his watches, |
| 5. These aren't his notebooks, | 12. These aren't his airplanes, |
| 6. These aren't his pens, | 13. These aren't his bags, |
| 7. These aren't his animals, | 14. These aren't his answers, |

Drill 7. - Repetition

Announce to the class that we are going to use the names of colors in talking about objects.

- a. Give each of the following twice and have the class repeat after you:

red	black
orange	white
yellow	grey
green	gold
blue	silver
brown	

- b. Show the class a colored object or picture, e.g., a red pen, and proceed as follows:

Teacher: What's this?
Class: It's a pen.
Teacher: What color is it? It's red.

Teacher repeats three times, and then tells class to repeat after him:

Teacher: It's red.
Class: It's red.

Follow this procedure with all the colors listed above.

Drill 8. - Repetition

Follow the procedure of Drill 7 b. above, but use several colored objects or pictures, e.g., green books.

Teacher: What are these?
Class: They're books.
Teacher: What color are they? They're green.

Teacher repeats three times and then has class repeat after him:

Teacher: They're green.
Class: They're green.

Follow this procedure with all the colors listed above.

Drill 9. - Combination

- a. Give the two statements as found below; the class replies as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a book. The book is red.
S: It's a red book.

1. This is a pen. The pen is gold.
2. This is a pencil. The pencil is silver.
3. This is an apple. The apple is red.
4. This is an orange. The orange is green.
5. This is a watch. The watch is silver.
6. This is a chair. The chair is orange.
7. This is a bag. The bag is blue.
8. This is a desk. The desk is grey.
9. This is an umbrella. The umbrella is black.
10. This is a book. The book is white.
11. This is a door. The door is brown.
12. This is an airplane. The airplane is silver.

- b. Follow the instructions of a. above.

Example: T: These are apples. The apples are green.
S: They are green.

1. These are lights. The lights are red.
2. These are walls. The walls are grey.
3. These are chairs. The chairs are brown.

4. These are pencils. The pencils are yellow.
5. These are umbrellas. The umbrellas are blue.
6. These are cars. The cars are white.
7. These are animals. The animals are black
8. These are lights. The lights are orange.
9. These are notebooks. The notebooks are yellow.
10. These are watches. The watches are gold.
11. These are tables. The tables are grey.
12. These are pens. The pens are silver.

Drill 10. - Addition

- a. Give a statement; a student repeats the statement, adds a tail question, and then gives a short answer, as in the example. Then give the correct sentences and have the class repeat them.

Example: T: The pen is silver,
S: The pen is silver, isn't it? Yes, it is.

- | | |
|--------------------------|-----------------------------|
| 1. The pencil is yellow, | 8. The desk is white, |
| 2. The light is red, | 9. The table is brown, |
| 3. The book is black, | 10. The umbrella is yellow, |
| 4. The bag is brown, | 11. The airplane is silver, |
| 5. The apple is green, | 12. The watch is gold, |
| 6. The car is blue, | 13. The door is gray, |
| 7. The chair is orange, | 14. The wall is blue, |

- b. Follow the instructions of a. above.

Example: T: The watch isn't gold.
S: The watch isn't gold, is it? No, it isn't.

- | | |
|------------------------------|-------------------------------|
| 1. The chair isn't gray, | 8. The light isn't red, |
| 2. The notebook isn't black, | 9. The car isn't black, |
| 3. The pencil isn't silver, | 10. The desk isn't white, |
| 4. The apple isn't green, | 11. The door isn't orange, |
| 5. The wall isn't yellow, | 12. The airplane isn't green, |
| 6. The umbrella isn't red, | 13. The watch isn't silver, |
| 7. The bag isn't brown, | 14. The table isn't blue, |

Drill 11. - Addition

- a. Follow the instructions of Drill 10 a. above.

Example: T: These books are green.
S: These books are green, aren't they? Yes, they are.

- | | |
|--------------------------------|--------------------------------|
| 1. These bags are black, | 8. These cars are white, |
| 2. These watches are gold, | 9. These airplanes are silver, |
| 3. These apples are red, | 10. These chairs are gray, |
| 4. These notebooks are blue, | 11. These lights are green, |
| 5. These umbrellas are orange, | 12. These tables are brown, |
| 6. These pencils are yellow, | 13. These pens are gold, |
| 7. These walls are blue, | 14. These books are blue, |

- b. Follow the instructions of Drill 6 a. above.

Example: T: These cars aren't green,
S: These cars aren't green, are they? No, they aren't.

- | | |
|-------------------------------|-----------------------------------|
| 1. These lights aren't blue, | 8. These airplanes aren't white, |
| 2. These desks aren't red, | 9. These animals aren't black, |
| 3. These watches aren't gold, | 10. These pens aren't silver, |
| 4. These chairs aren't gray, | 11. These desks aren't yellow, |
| 5. These walls aren't orange, | 12. These pencils aren't blue, |
| 6. These doors aren't black, | 13. These umbrellas aren't green, |
| 7. These bags aren't brown, | 14. These apples aren't red. |

Drill 12. - Substitution

Give an expression; S₁ uses this expression in the blank space to complete the question:

How many are there in that place?

Then give a number; S₂ uses this number and the expression already given to complete the answer:

There are in that place.

- | | |
|----------------------|---------------|
| 1. gold pens | twenty-five |
| 2. blue lights | thirty |
| 3. red cars | sixty-four |
| 4. silver watches | fifty-six |
| 5. brown chairs | ninety-five |
| 6. gray chairs | eighty-one |
| 7. green tables | twenty-two |
| 8. white notebooks | eighty-nine |
| 9. black umbrellas | forty-eight |
| 10. yellow apples | seventy-one |
| 11. red desks | thirty-three |
| 12. black animals | sixty-five |
| 13. yellow books | ninety-three |
| 14. orange lights | eighteen |
| 15. gold pencils | eighty |
| 16. gray bags | forty |
| 17. brown pens | fourteen |
| 18. blue cars | seventy-three |
| 19. silver airplanes | fifty-one |
| 20. white chairs | thirty-three |

Drill 13. - Addition

- a. The student hears a statement; he replies as in the example. Then when he hears the correct reply, he repeats it.

Example: T: There's a chair here.
S: Yes, it's their chair.

- | | |
|------------------------------|-----------------------------|
| 1. There's a desk here. | 11. There's a light here. |
| 2. There's a table here. | 12. There's an animal here. |
| 3. There's an apple here. | 13. There's a pen here. |
| 4. There's an engine here. | 14. There's a book here. |
| 5. There's a car here. | 15. There's an answer here. |
| 6. There's a watch here. | 16. There's a room here. |
| 7. There's a notebook here. | 17. There's a bag here. |
| 8. There's an airplane here. | 18. There's an exam here. |
| 9. There's an umbrella here. | 19. There's a pencil here. |
| 10. There's an office here. | 20. There's a class here. |

b. For the second part of the drill the student replies as in this example:

Example: T: There are some chairs here.
S: Yes, they are his chairs.

1. There are some lights here.
2. There are some watches here.
3. There are some pens here.
4. There are some books here.
5. There are some bags here.
6. There are some cars here.
7. There are some exams here.
8. There are some tables here.
9. There are some oranges here.
10. There are some desks here.
11. There are some animals here.
12. There are some airplanes here.
13. There are some engines here.
14. There are some offices here.
15. There are some apples here.
16. There are some classes here.
17. There are some notebooks here.
18. There are some boards here.
19. There are some pencils here.
20. There are some answers here.

Drill 14. - Question - Answer

The student hears a statement with a tail question; he gives a short negative answer and then makes a statement.

Example: T: That's not our pen, is it?
S: No, it isn't. It's her pen.

1. That's not our umbrella, is it?
2. That's not our bag, is it?
3. That's not our chair, is it?
4. That's not our airplane, is it?
5. That's not our boards, is it?
6. That's not our animal, is it?
7. That's not our desk, is it?
8. That's not our exam, is it?

9. That's not our pencil, is it?
10. That's not our office, is it?
11. That's not our engine, is it?
12. That's not our car, is it?
13. That's not our answer, is it?
14. That's not our notebook, is it?
15. That's not our class, is it?
16. That's not our book, is it?
17. That's not our room, is it?
18. That's not our light, is it?
19. That's not our watch, is it?
20. That's not our place, is it?

Drill 15. - Review - Pronunciation

- a. Student listens and repeats minimal pairs.
- b. Student listens and repeats sentences.

Drill 16. - Transformation

The student hears a statement; if the statement is singular, he changes it to the plural; if the statement is plural, he changes it to the singular.

Example: T: It's red. S: They're red.

T: They're blue. S: It's blue.

- | | |
|-------------------|---------------------|
| 1. It's red. | 11. It's gray. |
| 2. It's yellow. | 12. It's gold. |
| 3. They're blue. | 13. It's blue. |
| 4. They're green. | 14. They're orange. |
| 5. It's black. | 15. They're black. |
| 6. They're white. | 16. It's white. |
| 7. They're brown. | 17. They're silver. |
| 8. It's silver. | 18. It's orange. |
| 9. They're gold. | 19. It's green. |
| 10. They're gray. | 20. They're red. |

Drill 17. - Question - Answer

The student hears a statement with a tail question; he gives a short affirmative answer and then makes a statement. When he hears the correct sentences, he repeats them.

Examples: T: The pen is silver, isn't it?
S: Yes, it is. It's a silver pen.

T: The watches are gold, aren't they?
S: Yes, they are. They're gold watches.

1. The pencil is yellow, isn't it?
2. The chair is orange, isn't it?
3. The apple is green, isn't it?
4. The book is black, isn't it?

5. The desk is white, isn't it?
6. The light is red, isn't it?
7. The door is gray, isn't it?
8. The table is brown, isn't it?
9. The car is blue, isn't it?
10. The watch is silver, isn't it?
11. The pen is gold, isn't it?
12. The wall is blue, isn't it?
13. The lights are red, aren't they?
14. The pens are silver, aren't they?
15. The umbrellas are blue, aren't they?
16. The doors are orange, aren't they?
17. The tables are green, aren't they?
18. The cars are white, aren't they?
19. The bags are brown, aren't they?
20. The walls are gray, aren't they?
21. The apples are red, aren't they?
22. The pencils are gold, aren't they?
23. The chairs are black, aren't they?
24. The books are green, aren't they?

LESSON TEN

I DIALOG

The Family

Hello

Hello

How are you today?

I'm fine, thank you.

You are married, aren't you?

Yes, I am. I have one boy and one girl.

How old are they?

The boy is six years old and the girl is two years old.

They are fine, thanks.

How is your family?

II PRONUNCIATION

Drill 10. - ə

Note:

This vowel has no equivalent in colloquial Saudi Arabic. Students will tend to produce a vowel that is less like the vowel sound of had, but ranges more between the vowel sounds of bet and but. The students' best guide to pronunciation is the teacher (or tape); they should listen as carefully as possible and imitate as faithfully as possible.

up	upside	come
under	utter	much
ugly	usher	money
ulcer	some	hunch
umber	cut	mother
underclass	hut	bus
underground	cup	

- Give the words of the first column; class listens.
- Give the words of the first column; class repeats.
- Follow the same procedure with words of the second and third columns.
- Point out that for the stressed vowel ə the tongue position is mid-central, and the lips unrounded. It is pronounced with tense muscles in stressed syllables.
- Give again the words of the first column and then the words of the second and third columns; the class repeats.
- Give the following sentences, practicing stressed ə:
 - He has some money for the bus.
 - The ugly bus is upside down.
 - The duck is under the water.
 - The hungry usher has come.
 - Please come up for lunch.

- g. Point out that in unstressed syllables e is pronounced with relaxed muscles.

Follow the procedure of a., b., and c. with the following words:

about	father
among	mother
ago	brother
arrive	ether
around	teacher
advice	ruler
amount	answer

- h. Give the following sentences, contrasting stressed and unstressed e:

1. The bus went around the city.
2. His father arrived ten minutes ago.
3. My brother was among the teachers.
4. Are you hungry?
5. I just finished my lunch.

III VOCABULARY

Give each of the following words twice; class repeats.

- | | | |
|------------------|-----------------|---------------|
| 1. boy | 8. uncle | 15. cousin |
| 2. girl | 9. aunt | 16. secretary |
| 3. man - men | 10. grandfather | 17. clerk |
| 4. woman - women | 11. grandmother | 18. old |
| 5. father | 12. relative | 19. year |
| 6. mother | 13. neighbor | 20. family |
| 7. sister | 14. friend | 21. and |

IV DRILLS

Drill 1. - Substitution

Ask a question and then give a word; a student uses the word in the blank space to complete the sentence:

He's my

In your questions for these drills, use the full form Who is; do not use at present the contracted form Who's.

Example: T: Who is that man? father
S: He's my father.

Give the following words after your question, to be used by the class in its answer:

brother
uncle
grandfather
relative
neighbor

friend
cousin
secretary
clerk

Ask a question and then give a word; the class uses the word in the blank space to complete the sentence:

She's my

Example: T: Who is that woman? mother
S: She's my mother.

Give the following words after your question, to be used by the class in its answer:

sister
aunt
grandmother
relative
neighbor

friend
cousin
secretary
clerk
teacher

Drill 2. - Substitution

- a. Give a word; the class uses the word in the blank space to complete this sentence:

Those women are my

sisters
aunts
grandmothers
relatives
neighbors

friends
cousins
secretaries
clerks
teachers

- b. Give a word; S₁ uses the word to complete this question:

Are those men your

S₂ gives a short answer and then uses the word given to make a statement, as in the example.

Example: T: brothers
S₁: Are those men your brothers?
S₂: Yes, they are. They're my brothers.

uncles
grandfathers
relatives
neighbors
friends

cousins
secretaries
clerks
teachers

Drill 3. - Question - Answer

Ask a question; a student answers as in the example.

Example: T: Is Ali her father?

S: No, Ali is not her father. He's my father.

- | | |
|-------------------------------|------------------------------|
| 1. Is Jasim her brother? | 9. Is Fahd her relative? |
| 2. Is Muhammad her friend? | 10. Is Khalid her secretary? |
| 3. Is Salim her neighbor? | 11. Is George her teacher? |
| 4. Is Abbas her relative? | 12. Is John her secretary? |
| 5. Is Aziz her uncle? | 13. Is Fred her relative? |
| 6. Is Faisal her cousin? | 14. Is Tom her brother? |
| 7. Is Ahmad her teacher? | 15. Is Frank her uncle? |
| 8. Is Hassan her grandfather? | 16. Is Peter her cousin? |

Drill 4. - Question - Answer

Ask a question; a student gives a short negative answer and then makes a statement as in the example.

Example: T: Are they your friends?

S: No, they aren't. They are their friends.

- | | |
|-----------------------------|---------------------------------|
| 1. Are they your brothers? | 8. Are they your cousins? |
| 2. Are they your sisters? | 9. Are they your secretaries? |
| 3. Are they your uncles? | 10. Are they your clerks? |
| 4. Are they your aunts? | 11. Are they your teachers? |
| 5. Are they your relatives? | 12. Are they your grandfathers? |
| 6. Are they your neighbors? | 13. Are they your friends? |
| 7. Are they your students? | 14. Are they your grandmothers? |

Drill 5. - Writing

(No Material)

Drill 6. - Substitution

- a. Give a word; the class uses it in the blank spaces to complete these sentences:

They aren't my

They are her

Example: Teacher: friends

Class: They aren't my friends. They are her friends.

brothers
sisters
uncles
aunts
relatives

cousins
students
grandfathers
neighbors
grandmothers

secretaries
clerks
friends
teachers

- b. Follow the directions of a. above; the class completes these sentences:

They aren't our

They are your

Use the words of a. above.

Drill 7. - Question - Answer

Point out to the class that in this drill we talk about age.

Ask this question twice and have the class repeat:

How old are you?

Give this answer twice and have the class repeat:

I'm twenty-two years old.

The drill is done by individual students, each student giving his own age when asked by his neighbor. The teacher starts off the drill, speaking to the first student; the first student answers and then asks the question of the second student, etc., until the entire class is covered.

T: How old are you?

S₁: I'm eighteen years old. How old are you?

S₂: I'm twenty years old. How old are you?

S₃: etc...., etc...

Drill 8. - Question - Answer

- a. Divide the class into two groups.
Give a word; Group A uses it in the blank space to complete this question:

Is your an old man?

Give a number; Group B gives a short answer and then uses the number to complete the second sentence:

Yes, he is. He'syears old.

Example: Teacher: father

Group A: Is your father an old man?

Teacher: 83

Group B: Yes, he is. He's 83 years old.

- | | | | |
|-------------|----|----------------|----|
| 1. brother | 65 | 5. neighbor | 88 |
| 2. uncle | 72 | 6. cousin | 75 |
| 3. friend | 67 | 7. secretary | 80 |
| 4. relative | 73 | 8. grandfather | 96 |

- b. Follow the procedure of a. above, but with these patterns, and reversing the groups:

Group B: Is your an old woman?

Group A: Yes, she is. She's years old.

- | | | | |
|-----------|----|-------------|----|
| 1. mother | 81 | 3. aunt | 69 |
| 2. sister | 74 | 4. relative | 86 |

5. neighbor	77	8. secretary	68
6. friend	91	9. cousin	79
7. grandmother	94	10. mother	55

- c. Give a word and a number; a student uses the word in the first blank space and the number in the second, to complete this sentence:

My is years old.

The class then uses the word in the blank space to complete this question:

How old is your?

Example: T: father 78

S: My father is 78 years old. How old is your father?

Give the correct sentences and have the class repeat.

1. father	78	8. grandfather	96
2. mother	75	9. relative	49
3. brother	56	10. grandmother	87
4. sister	43	11. neighbor	38
5. uncle	71	12. friend	27
6. aunt	67	13. secretary	35
7. cousin	54	14. clerk	43

Drill 9. - Addition

- a. Give a statement; an individual student repeats the statement, adds a tail question, and makes a short answer.

Examples: T: Ali is your brother.

S: Ali is your brother, isn't he? Yes, he is.

T: Suad is their sister.

S: Suad is their sister, isn't she? Yes, she is.

- | | |
|-------------------------------|-----------------------------------|
| 1. Zaid is his father, | 11. George is her friend, |
| 2. Ahmad is your uncle, | 12. Linda is their sister, |
| 3. Laila is your sister, | 13. Salim is our clerk, |
| 4. Samira is their cousin, | 14. Salma is his aunt, |
| 5. Jasim is her father, | 15. Muhammad is your grandfather, |
| 6. Abbas is my neighbor, | 16. Abdul-Rahman is her father, |
| 7. Aziz is his relative, | 17. Tom is their friend, |
| 8. Salim is our brother, | 18. Fred is her teacher, |
| 9. Huda is their secretary, | 19. Ruth is our cousin, |
| 10. Mary is your grandmother, | 20. Abdulla is your brother, |

- b. Follow the directions of a. above, but according to these examples:

Examples: T: Ahmad isn't her brother,
S: Ahmad isn't her brother, is he? No, he isn't.

T: Laila isn't their mother,
S: Laila isn't their mother, is she? No, she isn't.

- | | |
|-----------------------------------|---------------------------------|
| 1. Frank isn't our neighbor, | 11. Tom isn't my uncle, |
| 2. Hussein isn't your brother, | 12. Faisal isn't her father, |
| 3. Fatima isn't her aunt, | 13. Salim isn't their clerk, |
| 4. Salma isn't their sister, | 14. George isn't our uncle, |
| 5. Linda isn't their relative, | 15. Peter isn't his brother, |
| 6. Ahmad isn't our friend, | 16. Ali isn't their grandfather |
| 7. Abdul-Aziz isn't your student, | 17. Abdulla isn't your friend, |
| 8. Samira isn't his secretary, | 18. John isn't their relative, |
| 9. Abbas isn't their teacher, | 19. Mary isn't his sister, |
| 10. Fahd isn't his cousin, | 20. Saud isn't your uncle, |

c. Follow the directions of a. above, but according to these examples:

Examples: T: They're his brothers,
S: They're his brothers, aren't they? Yes, they are.

T: They aren't your neighbors,
S: They aren't your neighbors, are they? No, they aren't.

- | | |
|----------------------------|--------------------------------|
| 1. They're her sisters, | 9. They're our secretaries, |
| 2. They're our relatives, | 10. They're his teachers, |
| 3. They're your brothers, | 11. They aren't her brothers, |
| 4. They're my friends, | 12. They aren't your clerks, |
| 5. They aren't his uncles, | 13. They're my neighbors, |
| 6. They're our cousins, | 14. They aren't his friends, |
| 7. They aren't her aunts, | 15. They're our uncles, |
| 8. They're his students, | 16. They aren't their friends, |

Drill 10. - Question - Answer

Divide the class into two groups.

Give an expression; Group A uses the expression to ask a negative question beginning, according to the circumstances:

Isn't he? Isn't she? Isn't it?

Group B gives a short answer and then makes a statement, as in the examples, and stressing is.

Examples: Teacher: her uncle
Group A: Isn't he her uncle?
Group B: Yes, he is. He is her uncle.

Teacher: your mother
Group A: Isn't she your mother?
Group B: Yes, she is. She is my mother.

Teacher: a book
Group A: Isn't it a book?
Group B: Yes, it is. It is a book.

Reverse the roles of the two groups in the middle of the drill.

- | | | |
|----------------|----------------------|--------------------|
| 1. her father | 8. your desk | 15. my watch |
| 2. our uncle | 9. their grandmother | 16. an old woman |
| 3. their aunt | 10. her brother | 17. her mother |
| 4. his mother | 11. your father | 18. our father |
| 5. an animal | 12. his family | 19. your sister |
| 6. an airplane | 13. his desk | 20. a good example |
| 7. our office | 14. my grandfather | |

At the end of the drill call the attention of the class to the following:

The answer to a negative question is usually affirmative, as in this drill. But sometimes the fact requires a negative answer. For example, if I point to an old engine and ask, "Isn't this a new engine?", a negative answer must be given: "No, it isn't."

Drill 11. - Question - Answer

Before the drill, call the attention of the class to the following and demonstrate with examples on the board:

We use his, our, your, etc...., to show possession. Where these words are not used, we use 's with the noun, e.g., Ali's book, the student's watch. With singular or family names ending in s, we may use either 's or ' along, e.g., Abbas's or Abbas'. With plural nouns the ' is placed after the terminal s, e.g., the four teachers' books.

- a. Give a word; S₁ uses it in the blank space to complete this question:

Whose is that?

Give a name; S₂ uses it and the word already given to complete this answer:

That is 's

Example: T: book

S₁: Whose book is that?

T: Ali

S₂: That is Ali's book.

- | | | | |
|-----------|--------|-----------|----------|
| 1. watch | Ahmad | 8. room | Salim |
| 2. bag | Samira | 9. friend | Abdulla |
| 3. office | Faisal | 10. table | Muhammad |
| 4. pencil | Aziz | 11. car | Frank |
| 5. cousin | Tom | 12. exam | Mary |
| 6. father | Hassan | 13. apple | Fred |
| 7. desk | Suad | 14. pen | Laila |

- b. Follow the directions of a. above.

Example: T: books
 S₁: Whose books are those?
 T: Ali
 S₂: Those are Ali's books.

- | | | | |
|------------|---------|---------------|--------|
| 1. pens | Hussein | 8. airplanes | John |
| 2. pencils | Jasim | 9. umbrellas | Ruth |
| 3. apples | Linda | 10. cousins | Aziz |
| 4. offices | Peter | 11. friends | Laila |
| 5. chairs | Abbas | 12. relatives | Salma |
| 6. desks | Salim | 13. answers | Frank |
| 7. engines | Fred | 14. bags | Fatima |

Drill 12. - Question - Answer

Ask a question, S₁ gives a negative answer, using isn't or aren't as needed. S₂ asks another question, as in the examples.

Examples: T: Is that Ahmad's book?
 S₁: No, that isn't Ahmad's book.
 S₂: Whose book is it?

 T: Are those Suad's pencils?
 S₁: No, those aren't Suad's pencils.
 S₂: Whose pencils are they?

1. Is that Jasim's book?
2. Is that Salma's desk?
3. Are those Ali's watches?
4. Are those John's pens?
5. Are those Fred's offices?
6. Is that Aziz's airplane?
7. Is that Linda's bag?
8. Are those Salim's exams?
9. Is that Huda's chair?
10. Is that Fahd's room?
11. Are those Hussein's cars?
12. Are those Laila's answers?
13. Is that George's engine?
14. Is that Mary's table?
15. Is that Ruth's umbrella?
16. Are those Tom's apples?
17. Are those Fatima's friends?
18. Is that Faisal's notebook?
19. Is that Muhammad's light?
20. Are those Abdulla's students?

Take one part and have individual students take the other part. Then reverse roles.

Drill 13. - Substitution

For this drill the class is divided into two groups.

- a. When Group A hears a word, it uses it in the blank space to complete this sentence:

They are my

Then Group B uses the same word to complete this sentence:

They are my too.

- | | | |
|-----------------|-----------------|-----------------|
| 1. sisters | 6. brothers | 11. students |
| 2. uncles | 7. teachers | 12. friends |
| 3. aunts | 8. grandmothers | 13. secretaries |
| 4. cousins | 9. relatives | 14. clerks |
| 5. grandfathers | 10. neighbors | |

- b. The roles of Groups A and B are reversed in this part of the drill. When Group B hears a word, it uses it in the blank space to complete this sentence:

They are his

Then Group B uses the same word to complete this sentence:

They are her too.

The words of a. above are used in this part of the drill.

Drill 14. - Question - Answer

- a. The student hears a question; he gives first a short affirmative answer and then a full answer, as in the example:

Example: T: Are the boys your cousins?
S: Yes, they are. The boys are my cousins.

1. Are the boys your friends?
2. Are the girls your sisters?
3. Are the men your uncles?
4. Are the women your aunts?
5. Are the boys your neighbors?
6. Are the women your cousins?
7. Are the men your relatives?
8. Are the girls your students?
9. Are the women your neighbors?
10. Are the boys your brothers?
11. Are the men your secretaries?
12. Are the girls your friends?

- b. The student follows the directions of a., but according to this example:

Example: T: Are the boys his friends?
S: Yes, they are. The boys are his friends.

1. Are the girls his sisters?
2. Are the women his aunts?

3. Are the men his relatives?
4. Are the boys his brothers?
5. Are the women his cousins?
6. Are the girls his neighbors?
7. Are the men his clerks?
8. Are the boys his cousins?
9. Are the women his secretaries?
10. Are the girls his friends?
11. Are the men his uncles?
12. Are the boys his relatives?

Drill 15. - Question - Answer

The student should recall from the first conversation that in asking about a person's health we used the following:

How are you? I'm fine, thank you.

For this drill the class is divided into two groups.
Group A hears a word and uses it to complete this question:

How is/are your?

Group B uses the proper pronoun to complete this answer:

..... is/are fine, thank you.

Examples: Teacher: father
Group A: How is your father?
Group B: He is fine, thank you.

Teacher: sister
Group A: How is your sister?
Group B: She is fine, thank you.

Teacher: brothers
Group A: How are your brothers?
Group B: They are fine, thank you.

- | | | |
|--------------|-----------------|--------------|
| 1. brother | 8. uncles | 15. sisters |
| 2. uncle | 9. friends | 16. cousins |
| 3. father | 10. grandfather | 17. mother |
| 4. brothers | 11. aunts | 18. teachers |
| 5. neighbors | 12. secretaries | 19. family |
| 6. sister | 13. relatives | 20. clerks |
| 7. aunt | 14. grandmother | |

Drill 16. - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 15 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 15.

- a. The first column is used for this part of the drill.
The student hears two words; if the sound of the two words is

exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1. pen	pin	9. caught	caught
2. full	fool	10. listen	lesson
3. suit	suit	11. hid	head
4. lawn	loan	12. buck	buck
5. date	date	13. row	raw
6. lock	look	14. bet	bat
7. low	law	15. note	note
8. rot	rat		

- b. The second column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. lack lock lack

The second word has a sound different from the other words, so next to 1. on his paper he writes the number 2.

1. lock	luck	luck
2. hot	hut	hot
3. look	luck	look
4. full	full	fool
5. not	not	nut
6. law	low	law
7. put	pot	put
8. calm	come	come
9. buck	book	buck
10. so	saw	so
11. look	look	Luke
12. pool	pull	pool
13. hot	hat	hot
14. coat	caught	coat
15. suit	soot	soot

Drill 17. - Question - Answer

When S₁ hears an expression, he uses it to complete a negative question beginning:

Aren't they?

S₂ gives a short answer and then makes a statement, as in the example, and stressing are.

Example: T: his friends

S₁: Aren't they his friends?

S₂: Yes, they are. They are his friends.

- | | |
|--------------------|-----------------------|
| 1. her cousins | 11. his grandfathers |
| 2. our neighbors | 12. my students |
| 3. your uncles | 13. our friends |
| 4. her sisters | 14. cheap watches |
| 5. new airplanes | 15. useless examples |
| 6. gold pens | 16. your grandmothers |
| 7. our cars | 17. his secretaries |
| 8. old men | 18. my apples |
| 9. beautiful girls | 19. red chairs |
| 10. your relatives | 20. their exams |

At the end of the drill remind the class of the following:

The answer to a negative question is usually affirmative, as in this drill. But sometimes the fact requires a negative answer. For example, if I point to old engines and ask, "Aren't these new engines?", a negative answer must be given, "No, they aren't."

Note: The students should be informed that the next two periods will be devoted to a review of all that has been covered so far. This review will be conducted in the classroom and will be in preparation for the first major exam which will be given during the two periods immediately following the review.

LESSON ELEVEN

REVIEW

Drill 1. - Review - Combination

Combine the following sentences, as in the examples.

Examples: T: This is a book. The book is red.
S: It's a red book.

T: These are pencils. The pencils aren't gold.
S: They aren't gold pencils.

1. This is an engine. The engine is useless.
2. These are bags. The bags are blue.
3. This is a table. The table is old.
4. This is a pencil. The pencil isn't yellow.
5. This is an office. The office is clean.
6. These are pens. The pens aren't gold.
7. That is an umbrella. The umbrella is black.
8. This is a wall. The wall isn't dirty.
9. Those are doors. The doors are green.
10. That is a book. The book isn't gray.
11. This is a car. The car is blue.
12. These are answers. The answers are important.
13. This is an airplane. The airplane is new.
14. This is a watch. The watch is silver.
15. Those are pencils. The pencils aren't red.
16. This is a chair. The chair is beautiful.
17. This is an example. The example is useful.
18. These are walls. The walls are white.
19. That is an apple. The apple is green.
20. Those are desks. The desks are brown.

Drill 2. - Review - Transformation

Change to the plural.

Example: T: He is a good student.
S: They are good students.

1. He is here.
2. This apple is red.
3. That man is not very old.
4. Is this a small room?
5. You are my friend, aren't you?
6. She is a wonderful secretary.
7. Whose father is he?
8. I am here at one o'clock.
9. This is his book, isn't it?
10. It's a silver pen.
11. That is a beautiful woman.
12. Is she here at quarter past twelve?

13. Whose pencil is this?
14. It is Abdul-Aziz's pencil.
15. This is a green door.
16. How old is he?
17. This wall is gray.
18. It is a black car.
19. This is a nice place.
20. This is not an animal, is it?

Drill 3. - Review - Transformation

Change into simple questions.

1. It's twelve o'clock.
2. I am thirty years old.
3. Tomorrow is Thursday.
4. They're not here.
5. They are their books.
6. There are some students here.
7. Monday is after Sunday.
8. These are my new books.
9. It's half past ten at night.
10. I am from Abu Dhabi.
11. There aren't any new students in this class.
12. They're in class Wednesday morning.
13. He's in the room at noon.
14. They are white cars.
15. It's a nice place.
16. There are some yellow pencils here.
17. She isn't our aunt.
18. Their friends are here in the afternoon.
19. Those are Ali's teachers.
20. My relative is fine.

Drill 4. - Review - Question - Answer

Teacher asks questions of as many students as possible, going back over the questions more than once.

- | | |
|-------------------------------|---------------------------------|
| 1. Who are you? | 11. What color is your book? |
| 2. What are you? | 12. How old are you? |
| 3. What's today? | 13. Today is Friday, isn't it? |
| 4. Are you a Saudi Arabian? | 14. Who is your teacher? |
| 5. How is your family? | 15. Is your friend from Qatar? |
| 6. What are you studying? | 16. Is that man a good teacher? |
| 7. Are you married? | 17. Is today Monday? |
| 8. How do you like this city? | 18. What's tomorrow? |
| 9. Where are you from? | 19. What day is after Monday? |
| 10. What time is it? | 20. What day is before Tuesday? |

Drill 5. - Review - Addition

Teacher gives a statement; students add a tail question and give a short answer.

1. It's quarter to eleven,
2. He's here at eight o'clock in the morning,
3. There aren't any new desks here,
4. They are students,
5. Monday isn't before Wednesday,
6. You're twelve years old,
7. There are some new teachers here,
8. Your grandmother is an old woman,
9. Those aren't beautiful airplanes,
10. That girl isn't the secretary,
11. We are new students,
12. They aren't your brothers,
13. These are our books,
14. This engine is useless,
15. It isn't midnight,
16. There aren't any black apples,
17. Those men are our relatives,
18. There are some dirty lights here,
19. That boy isn't very short,
20. The red car is their car,
21. It's half past ten,
22. I am a teacher,
23. It's not five minutes to eight,
24. It isn't half past four,
25. I am not a student,

Drill 6. - Review - Transformation

Teacher makes a statement; an individual student asks a question for which the teacher's statement is the answer.

Examples: T: This is a book.
S: What's this?

T: I am twenty years old.
S: How old are you?

- | | |
|------------------------------|---------------------------------|
| 1. Today is Wednesday. | 11. It's half past five. |
| 2. This is a book. | 12. These apples are red. |
| 3. It's ten minutes to four. | 13. I am twenty-five years old. |
| 4. I am Hussein. | 14. My grandmother is fine. |
| 5. It's Salim's book. | 15. Their large room is green. |
| 6. My bag is black. | 16. His name is Ali. |
| 7. He's twenty years old. | 17. The books are yellow. |
| 8. She is a student. | 18. He is fine. |
| 9. This is my book. | 19. Their car is black. |
| 10. I am fine, thank you. | 20. They are from Bahrain. |

Drill 7. - Review - Transformation

Change the following sentences to the negative.

1. He is a good student.
2. It is ten minutes to four.
3. There are some women in this class
4. They are the student's books.

5. The teacher is an old man.
6. I am here on Wednesday afternoon.
7. There are some pencils on the table.
8. Today is Friday.
9. Oranges are black.
10. They are very cheap.
11. There are nine days in a week.
12. It is a nice place.
13. We are friends.
14. There are some girls in this office.
15. He is here on Saturday.
16. Our books are red.
17. That boy is my cousin.
18. There are twenty-three students in this class.
19. Tomorrow is Friday.
20. We are here on Thursday.

Drill 8. - Review - Space Filling

Fill in the correct preposition.

AT, IN, ON, AFTER, BEFORE

1. It's ten o'clock the morning.
2. They are here three o'clock the afternoon.
3. Thursday is Wednesday.
4. It's nine o'clock night.
5. Are they the office Friday?
6. Friday is Thursday.
7. He isn't his office noon.
8. It's half past nine the evening.
9. I am here quarter past eight the morning.
10. We aren't here eleven o'clock night.
11. There isn't a class Friday.
12. Is there a class Thursday?
13. There is a class Sunday morning.
14. There isn't a class midnight.
15. They are there night.
16. He's not here. He's that room.
17. We are here Saturday two o'clock the afternoon.
18. The exams are quarter to nine Monday morning.
19. Saturday is Sunday.
20. Wednesday is Tuesday.

Drill 9. - Writing

(No Material)

LESSON TWELVE

I DIALOG

Events and Times

How are you, Ali?

I'm tired. Is tomorrow a holiday?

Yes, it is. It's the first holiday in November.

What about the meeting on Saturday?

That's on November 21, isn't it?

Yes, it is.

What time is the meeting?

It's at half past ten in the morning.

Is it an important meeting?

Yes, it's very important.

All right. I'll be there.

Good. See you later.

II PRONUNCIATION

Drill 11. - u vs. e

could	cud
stood	stud
look	luck
book	buck
took	tuck
looked	lucked
books	bucks

- Give all the words of the first column; class listens.
- Give all the words of the first column; class repeats.
- Follow the same procedure with the words of the second column.
- Give each minimal pair; class repeats.
- For contrast point out the difference in tongue position of the sounds u and e. The lips are rounded for u, but are unrounded for e.
- Give the minimal pairs again; class repeats.
- Give the following sentences; class repeats.
 - He paid ten bucks for the books.
 - Look up and wish me good luck.
 - The duck stood and looked.
 - He was stuck in the mud with the wood.
 - He could buy some buds.

III VOCABULARY

- | | | |
|-------------|-----------|-----------|
| 1. tired | 4. first | 7. fourth |
| 2. holiday | 5. second | 8. fifth |
| 3. tomorrow | 6. third | 9. sixth |

- | | | |
|--------------|----------------|-------------------|
| 10. seventh | 20. May | 30. important |
| 11. eighth | 21. June | 31. all right |
| 12. ninth | 22. July | 32. will |
| 13. tenth | 23. August | 33. be |
| 14. eleventh | 24. September | 34. either - or |
| 15. twelfth | 25. October | 35. neither - nor |
| 16. January | 26. November | 36. later |
| 17. February | 27. December | 37. month |
| 18. March | 28. what about | 38. year |
| 19. April | 29. meeting | 39. date |

IV DRILLS

Drill 1. - Substitution

Before doing this drill call the attention of the class to the following, and demonstrate with examples:

Either is a function word used before the first of two words or expressions which are joined by or. The two words or expressions indicate alternatives.

Give two words or expressions; the class uses them in the blank spaces to complete the sentence:

He's here either or

Example: Teacher: on Wednesday on Thursday
Class: He's here either on Wednesday or
on Thursday.

- | | |
|--------------------------|------------------------|
| 1. on Wednesday | on Thursday |
| 2. on Saturday | on Sunday |
| 3. in the morning | in the afternoon |
| 4. in the afternoon | in the evening |
| 5. today | tomorrow |
| 6. in the afternoon | at night |
| 7. at nine o'clock | at ten o'clock |
| 8. at eleven o'clock | at quarter past eleven |
| 9. in the office | in class |
| 10. at noon | at one o'clock |
| 11. in the morning | in the evening |
| 12. at quarter to ten | at ten o'clock |
| 13. at twenty past six | at twenty past seven |
| 14. at half past four | at half past five |
| 15. before three o'clock | after five o'clock |
| 16. at ten to eight | at eight o'clock |
| 17. at five to twelve | at midnight |
| 18. at half past six | at twenty to seven |
| 19. on Monday | on Tuesday |
| 20. at night | in the morning |

Drill 2. - Substitution

Give two words or expressions to an individual student; the student uses them in the blank spaces to complete one of these sentences:

He's either or

It's either or

Then give the correct sentence and have all the class repeat.
Warn the students to be ready to use a, an, in, etc., as
needed.

Examples: T: friend relative
S: He's either a friend or a relative.

T: Monday Tuesday
S: It's either on Monday or on Tuesday.

- | | |
|--------------------|----------------|
| 1. friend | relative |
| 2. cheap | useless |
| 3. Monday | Tuesday |
| 4. book | notebook |
| 5. five o'clock | half past five |
| 6. man | boy |
| 7. today | tomorrow |
| 8. table | desk |
| 9. brother | cousin |
| 10. evening | afternoon |
| 11. student | secretary |
| 12. brown | black |
| 13. evening | afternoon |
| 14. neighbor | friend |
| 15. apple | orange |
| 16. Wednesday | Thursday |
| 17. morning | night |
| 18. quarter to six | six o'clock |
| 19. cousin | friend |
| 20. father | grandfather |

Drill 3. - Question - Answer

Before doing this drill call the attention of the class to the
following, and demonstrate with examples:

In this drill we introduce neither nor.
Neither is used before the first of two words or
expressions which are joined by nor. In this use,
unlike Arabic, neither should always be followed by
nor.

Give the following examples and have the class repeat:

She's neither a teacher nor a secretary.
It's neither expensive nor cheap.
It's neither his first name nor his family name.

Ask an individual student a question; he answers as in the
examples below. Then give the correct answer and have all
the class repeat.

Examples: T: Is that a book or a notebook?
S: That's neither a book nor a notebook.

T: Is that red or yellow?
S: That's neither red nor yellow.

1. Is that a pen or a pencil?
2. Is that a door or a window?
3. Is that cheap or expensive?
4. Is that old or new?
5. Is that a man or a boy?
6. Is that a boy or a girl?
7. Is that brown or black?
8. Is that short or long?
9. Is that a desk or a table?
10. Is that gold or silver?
11. Is that an orange or an apple?
12. Is that a bag or an umbrella?
13. Is that blue or green?
14. Is that important or useless?
15. Is that her father or her uncle?
16. Is that his friend or his relative?
17. Is that her mother or her aunt?
18. Is that a car or an airplane?
19. Is that white or gray?
20. Is that an answer or an example?

Drill 4. - Question - Answer

For this drill divide the class into two groups.
Ask a question; Group A repeats the question. Group B answers as in the examples. Then give the correct answer and Group B repeats. Change the roles of the two groups in the middle of the drill.

Examples: Teacher: Are they red or orange?
Group A: Are they red or orange?
Group B: They are neither red nor orange.

Teacher: Are they apples or oranges?
Group A: Are they apples or oranges?
Group B: They are neither apples nor oranges.

1. Are they brown or black?
2. Are they gold or silver?
3. Are they sisters or aunts?
4. Are they relatives or friends?
5. Are they cheap or expensive?
6. Are they long or short?
7. Are they good or bad?
8. Are they airplanes or cars?
9. Are they doors or windows?
10. Are they chairs or tables?
11. Are they books or bags?
12. Are they brothers or cousins?

13. Are they blue or green?
14. Are they rooms or offices?
15. Are they boys or men?
16. Are they cousins or friends?
17. Are they orange or yellow?
18. Are they girls or women?
19. Are they teachers or students?
20. Are they new or old?

Drill 5. - Question - Answer

Ask this question and have the class repeat:

What are the days of the week?

Demonstrate by examples that in phrases such as the days of the week, the months of the years, etc..., OF is used to introduce an expression that indicates the whole of which the preceding word is a part.

On the board write the names of the days of the week, one under the other. Then give this statement three times and have the class repeat each time:

Sunday is the first day of the week.

Follow the same procedure for the second and third days of the week.

With the names of the days of the week still on the board, ask the following questions; individual students answer as in the example.

Example: T: What's the fourth day of the week?
S: Wednesday is the fourth day of the week.

1. What's the fourth day of the week?
2. What's the fifth day of the week?
3. What's the sixth day of the week?
4. What's the seventh day of the week?
5. What's the second day of the week?
6. What's the third day of the week?
7. What's the first day of the week?

For the following questions direct the class to answer according to the fact.

Example: T: Is Saturday the third day of the week?
S: No, Saturday is not the third day of the week.

8. Is Sunday the fifth day of the week?
9. Is Sunday the first day of the week?
10. Is Friday the third day of the week?
11. Is Monday the second day of the week?
12. Is Tuesday the first day of the week?
13. Is Friday the seventh day of the week?

14. Is Wednesday the fourth day of the week?
15. Is Saturday the second day of the week?
16. Is Saturday the seventh day of the week?
17. Is Monday the sixth day of the week?
18. Is Tuesday the third day of the week?
19. Is Thursday the fifth day of the week?
20. Is Wednesday the sixth day of the week?

Drill 6. - Question - Answer

- a. Give the following question and answer three times and have the class repeat:

How many months are there in a year?
There are twelve months in a year.

Then ask the following question three times and have the class repeat:

What are the names of the months of the year?

On the board write the names of the months of the year, following the order in which they occur. Then make this statement giving the names of the months of the year; the class listens.

The names of the months of the year are:

January	July
February	August
March	September
April	October
May	November
June	December

Now drill the class on the names of the months, giving each name several times and having the class repeat.

- b. With the names of the months of the year still on the board, ask the following questions; the class answers as in the example:

Example: T: What's the first month of the year?
S: January is the first month of the year.

1. What's the first month of the year?
2. What's the second month of the year?
3. What's the third month of the year?
4. What's the fourth month of the year?
5. What's the fifth month of the year?
6. What's the sixth month of the year?
7. What's the seventh month of the year?
8. What's the eighth month of the year?
9. What's the ninth month of the year?
10. What's the tenth month of the year?
11. What's the eleventh month of the year?
12. What's the twelfth month of the year?

For the following questions direct the class to answer according to the fact.

Example: T: Is March the sixth month of the year?
S: No, March isn't the sixth month of the year.

T: Is January the first month of the year?
S: Yes, January is the first month of the year.

13. Is December the twelfth month of the year?
14. Is February the fourth month of the year?
15. Is September the eighth month of the year?
16. Is March the third month of the year?
17. Is August the eleventh month of the year?
18. Is May the fifth month of the year?
19. Is November the ninth month of the year?
20. Is April the fourth month of the year?

At the end of the drill draw the attention of the class to the spelling of fifth, ninth, twelfth.

Drill 7. - Question - Answer

For this drill a large calendar should be placed on the board. A coming month of 31 days should be used and the names of the days should be written out in full.

Ask an individual student a question; he answers as in the example. Then give the correct answer and have all the class repeat. Answers should be according to the calendar on the board.

Example: T: What is the twenty-fourth day?
S: Monday is the twenty-fourth day.

In your questions select the ordinal numbers at random, from first to thirty-first.

Drill 8. - Chain

Write the following question and answer on the board. In the answer use the current month and year.

What's the date today?
The date today is September 1, 1970.

Give the question; the class repeats.
Then give the answer, saying September first, nineteen seventy; the class repeats.

Go through the class, having each student give the date, adding one day each time. Continue until all the days of the month are covered.

Example: S₁: The date today is September 1, 1970.
 S₂: The date today is September 2, 1970.
 S₃: The date today is September 3, 1970.

At the end of the drill point out that in speech we say either September first or September one, but that we write September 1, 1970.

Drill 9. - Repetition

- a. On the board write a list of the following years. Point to a year, ask a question and have the class repeat the question. Then give the answer and have the class repeat the answer.

1900	1. What year is it?	It's nineteen hundred.
1901	2. What year is it?	It's nineteen one.
1918	3. What year is it?	It's nineteen eighteen.
1926	4. What year is it?	It's nineteen twenty-six.
1971	5. What year is it?	It's nineteen seventy-one.
1865	6. What year is it?	It's eighteen sixty-five.
1589	7. What year is it?	It's fifteen eighty-nine.
1354	8. What year is it?	It's thirteen fifty-four.
1200	9. What year is it?	It's twelve hundred.
1937	10. What year is it?	It's nineteen thirty-seven.

- b. Give a date; for uniformity, use ordinal numbers for day dates. The class uses the date in the blank space to complete this sentence:

The date today is

1. January 1, 1907	9. July 30, 1908
2. January 31, 1959	10. August 13, 1950
3. February 15, 1960	11. September 1, 1972
4. March 30, 1905	12. September 20, 1963
5. April 11, 1903	13. October 10, 1918
6. April 22, 1915	14. November 20, 1929
7. May 18, 1901	15. December 2, 1920
8. June 21, 1955	16. December 31, 1969

At the end of the drill draw the students' attention to the spelling of twentieth, thirtieth, etc...; twenty-first, twenty-second, etc.....

Drill 10. - Writing

(No Material)

Drill 11. - Substitution

Give the following model sentence and have the class repeat. Use ordinal numbers throughout the drill.

Model sentence: The first class is on September 1.

Give a new date; the class uses it in place of September 1 and makes a new sentence. Then give the correct sentence and have the class repeat.

- | | |
|-----------------|-----------------|
| 1. January 1 | 11. June 28 |
| 2. April 22 | 12. May 31 |
| 3. February 28 | 13. January 12 |
| 4. August 20 | 14. October 30 |
| 5. July 21 | 15. August 23 |
| 6. December 3 | 16. December 17 |
| 7. March 8 | 17. February 15 |
| 8. October 3 | 18. July 18 |
| 9. April 23 | 19. November 30 |
| 10. November 20 | 20. December 29 |

Drill 12. - Expansion

Give these model sentences and have the class repeat. Ordinal numbers are to be used through the drill.

Example: T: May May 5
S: The meeting is in May. It's on May 5.

- | | | | |
|--------------|-------------|---------------|--------------|
| 1. September | September 6 | 11. July | July 15 |
| 2. January | January 15 | 12. April | April 10 |
| 3. December | December 31 | 13. August | August 31 |
| 4. August | August 20 | 14. November | November 22 |
| 5. February | February 17 | 15. February | February 12 |
| 6. May | May 23 | 16. May | May 25 |
| 7. June | June 1 | 17. December | December 31 |
| 8. October | October 8 | 18. August | August 19 |
| 9. March | March 18 | 19. March | March 30 |
| 10. April | April 2 | 20. September | September 24 |

Drill 13. - Transformation

The student hears a short statement; he asks a question for which the statement is the answer. For questions with Who he uses the full form Who is

Examples: T: That's Ali.
S: Who is that?

T: That's Ali's book.
S: Whose book is that?

- | | |
|--------------------------|----------------------------|
| 1. That's Hassan. | 11. That's Mary's watch. |
| 2. That's Hassan's book. | 12. That's Hamad's office. |
| 3. That's Jasim. | 13. That's John's car. |
| 4. That's Jasim's desk. | 14. That's Abbas. |
| 5. That's George. | 15. That's Salma. |
| 6. That's George's pen. | 16. That's Aziz's room. |
| 7. That's Laila. | 17. That's Ibrahim. |
| 8. That's Laila's bag. | 18. That's Suad's table. |
| 9. That's Omar. | 19. That's Salma. |
| 10. That's Omar's chair. | 20. That's Frank's office. |

Drill 14. - Substitution

- a. The student hears two words; he uses them in the blank spaces to complete this sentence:

He's neither my nor my

Example: T: father uncle
S: He's neither my father nor my uncle.

- | | | | |
|-------------|-------------|-------------|-----------|
| 1. father | uncle | 6. brother | secretary |
| 2. brother | friend | 7. clerk | student |
| 3. uncle | teacher | 8. neighbor | friend |
| 4. father | grandfather | 9. uncle | brother |
| 5. relative | friend | 10. cousin | friend |

- b. The student follows the directions of a., but completes this sentence:

It's neither her nor her

- | | | | |
|----------|----------|-----------|----------|
| 1. pen | pencil | 6. room | office |
| 2. book | notebook | 7. car | airplane |
| 3. chair | table | 8. watch | book |
| 4. apple | orange | 9. answer | exam |
| 5. bag | umbrella | 10. desk | table |

Drill 15. - Review

- a. Dialog

1. Student listens to conversation.
2. Student listens and repeats words of each speaker.

- b. Pronunciation

1. Student listens and repeats words with u sound.
2. Student listens and repeats words with ə sound.
3. Student listens and repeats minimal pairs.
4. Student listens and repeats sentences contrasting the two sounds.

Drill 16. - Substitution

Examples: T: January one
S: January is the first month of the year.

T: Monday two
S: Monday is the second day of the week.

- | | | | |
|--------------|--------|-------------|-------|
| 1. June | six | 4. Sunday | one |
| 2. September | nine | 5. Saturday | seven |
| 3. December | twelve | 6. Thursday | five |

7. August	eight	14. October	ten
8. January	one	15. March	three
9. Wednesday	four	16. April	four
10. Friday	six	17. July	seven
11. Monday	two	18. Monday	two
12. February	two	19. May	five
13. Tuesday	three	20. November	eleven

Drill 17. - Chain

The student hears a statement about today; he makes a statement about tomorrow, as in the example. Then, when he hears the correct statement, he repeats. Ordinal numbers are to be used in the drill.

Example: T: Today is Saturday, May 6.
S: Tomorrow is Sunday, May 7.

1. Today is Monday, January 3.
2. Today is Wednesday, June 16.
3. Today is Saturday, July 23.
4. Today is Tuesday, August 15.
5. Today is Friday, December 30.
6. Today is Thursday, February 4.
7. Today is Sunday, March 20.
8. Today is Tuesday, August 27.
9. Today is Saturday, May 19.
10. Today is Thursday, April 21.
11. Today is Friday, December 11.
12. Today is Monday, September 25.
13. Today is Friday, October 31.
14. Today is Wednesday, November 6.
15. Today is Sunday, July 28.
16. Today is Tuesday, May 16.
17. Today is Thursday, June 17.
18. Today is Wednesday, March 31.
19. Today is Friday, August 22.
20. Today is Saturday, July 20.

Drill 18. - Question - Answer

- | | |
|--------------------------------|--|
| 1. What's today? | 9. Are you a teacher or a clerk? |
| 2. What's the date today? | 10. Am I a teacher or a student? |
| 3. Are you married? | 11. How many friends do you have? |
| 4. How is your family? | 12. Are you from Bahrain? |
| 5. What time is it? | 13. Is today a holiday? |
| 6. Where are you going? | 14. How many days are there in a week? |
| 7. What color is your book? | 15. How many months are there in a year? |
| 8. Do you have a large family? | 16. Whose book is this? |

LESSON THIRTEEN

I DIALOG

The Weather (i)

Good morning,

It's very hot today, isn't it?

How is the weather in the winter?

It's very cold in the winter. In the summer it is warm, but dry.

Good morning,

Yes, it is. This is August. It's always hot and humid in August.

It's cool and nice in the winter. How is the weather in Jordan in the winter?

II PRONUNCIATION

Drill 12. - ə vs. aa

luck	lock
cup	cop
duck	dock
hut	hot
cut	cot
suck	sock
some	psalm

- Give each word of the first column; the class listens.
- Give each word of the first column; the class repeats.
- Follow the same procedure with the second column.
- Give each minimal pair; the class repeats.
- For contrast point out: that for ə the tongue position is mid-central, but for aa low central; that the muscles are tense for stressed ə, but relaxed for aa; that the tongue is farther back for aa than for ə.
- Give the minimal pairs again; the class repeats.
- Give the following sentences contrasting ə and aa. The class repeats.
 - The cop had a cup of coffee.
 - They sang some psalms in church.
 - It's not hot in this hut.
 - Can you see any ducks on the dock?
 - I'm not hungry. I just had lunch.

III VOCABULARY

- | | | |
|------------|---------|----------|
| 1. weather | 4. warm | 7. dry |
| 2. hot | 5. cool | 8. rainy |
| 3. cold | 6. wet | 9. sunny |

- | | | |
|--------------|-------------------|-----------------|
| 10. cloudy | 19. spring | 28. ruler |
| 11. windy | 20. summer | 29. piece |
| 12. clear | 21. autumn (fall) | 30. air cooler |
| 13. dusty | 22. winter | 31. thermometer |
| 14. humid | 23. floor | 32. money |
| 15. freezing | 24. ceiling | 33. by |
| 16. always | 25. picture | 34. in front of |
| 17. never | 26. chalk | 35. behind |
| 18. season | 27. calendar | 36. certainly |

IV DRILLS

Drill 1. - Repetition

Announce to the class that we are going to talk about the weather.

- a. Give each of the following twice and have the class repeat after you:

the weather

- | | | |
|---------|-----------|--------------|
| 1. hot | 6. dry | 11. dusty |
| 2. cold | 7. rainy | 12. humid |
| 3. warm | 8. sunny | 13. freezing |
| 4. cool | 9. cloudy | 14. always |
| 5. wet | 10. windy | 15. never |

- b. Give one of the adjectives in the above list; the class uses it in the blank space to complete this sentence:

It's today.

Drill 2. - Question - Answer

Give this question three times and have the class repeat:

How's the weather today?

Direct one student to ask this question. Give another student a word or words; he uses the word or words to answer the question, as in the example, beginning his sentence with: It's After the first student has asked the question four or five times, select another student to do this, and continue in this way through the drill.

Example: S₁: How's the weather today?
T: hot and dusty
S₂: It's hot and dusty.

- | | |
|------------------|--------------------|
| 1. hot | 6. windy and warm |
| 2. hot and dusty | 7. warm and humid |
| 3. hot and dry | 8. humid and hot |
| 4. hot and humid | 9. cool and nice |
| 5. warm | 10. clear and warm |

- | | |
|---------------------|---------------------|
| 11. cold and wet | 21. windy |
| 12. cold and cloudy | 22. very humid |
| 13. cold and sunny | 23. sunny and clear |
| 14. cool and windy | 24. fine |
| 15. very cold | 25. beautiful |
| 16. windy and rainy | 26. cold and dry |
| 17. cold and windy | 27. dusty and windy |
| 18. cold and rainy | 28. rainy |
| 19. freezing | 29. wonderful |
| 20. very dusty | 30. sunny and dry |

Drill 3. - Addition

Give a statement; S₁ repeats the statement and adds a tail question. S₂ gives a short negative answer, as this is required by the facts, and then makes a statement, as in the example.

Example: T: It's always hot here in January,
 S₁: It's always hot here in January, isn't it?
 S₂: No, it isn't. It's never hot here in January.

Call the students' attention to the position of always and never in the above sentences. In the drill they should come after the contracted form of the verb is.

1. It's always cold here in June,
2. It's always dusty here in February,
3. It's always cool here in July,
4. It's always humid here in October,
5. It's always rainy here in June,
6. It's always freezing here in August,
7. It's always cloudy here in May,
8. It's always wet here in July,
9. It's always dry here in December,
10. It's always humid here in February,
11. It's always windy here in August,
12. It's always warm here in January,
13. It's always cold and windy here in June,
14. It's always windy and warm here in February,
15. It's always very cold here in September,

Drill 4. - Repetition

Give the following question and answer three times and have the class repeat:

How many seasons are there in a year?
 There are four seasons in a year.

Then ask the following question three times and have the class repeat:

What are the names of the seasons of the year?

On the board write the names of the seasons, following the order in which they occur. Then make this statement, giving the names of the seasons; the class listens:

The names of the seasons of the year are:

spring
summer
autumn (fall)
winter

Give the name of each season several times and have the class repeat.

Then give these statements about the four seasons, and have individual students repeat each statement.

Spring is the first season of the year.

Summer is the second season of the year.

Autumn is the third season of the year.

Winter is the fourth season of the year.

Drill 5. - Question - Answer

On the board write the names of the seasons of the year, following the order in which they occur.

Ask a question; an individual student answers. Then give the correct answer and have the whole class repeat. All answers should be complete.

1. How many seasons are there in a year?
2. What is the first season?
3. What is the second season?
4. What is the third season?
5. What is the fourth season?
6. Is Spring the fourth season?
7. Is summer the second season?
8. Is fall the first season?
9. Is winter the third season?
10. Is spring the first season?
11. Is winter the fourth season?
12. Is it hot in spring?
13. How is the weather in summer?
14. How is the weather in winter?
15. How is the weather in fall?
16. Is spring before summer?
17. Is winter after spring?
18. Is summer after fall?
19. Is winter before spring?
20. Is December in winter?

Drill 6. - Repetition

a. Give each word twice; the class repeats.

- | | |
|-------------|-------------------|
| 1. floor | 7. ruler |
| 2. ceiling | 8. piece of chalk |
| 3. picture | 9. fan |
| 4. clock | 10. air cooler |
| 5. chalk | 11. thermometer |
| 6. calendar | 12. money |

b. Point to an object named above and ask, What's that? An individual student answers, That's Then give the correct answer and have all the class repeat.

Drill 7. - Addition

Give a statement; a student repeats the statement, adds a tail question, and gives the short answer.

Examples: T: The light is on the ceiling,
S: The light is on the ceiling, isn't it?
Yes, it is.

T: The watches aren't on the floor,
S: The watches aren't on the floor, are they?
No, they aren't.

1. The chair is on the floor,
2. The fan is on the ceiling,
3. The thermometer is on the wall,
4. The calendars aren't on the window,
5. The clock is on the wall,
6. The rulers are in the desk,
7. The pieces of chalk are on the table,
8. The money is in the desk,
9. The chalk isn't in the desk,
10. The chalk is near the board,
11. The lights aren't on the chair,
12. The picture is on the calendar,
13. The air cooler isn't near the door,
14. The money is in the bag,
15. The pictures aren't on the board,
16. The bags are near the air cooler,
17. The table is on the floor,
18. The ink is near the book,
19. The fans aren't on the table,
20. The books are on the floor,

Drill 8. - Substitution

Give each of the following three times and have the class repeat; then demonstrate the meanings with examples.

by in front of behind

- a. Each student in the class completes this statement, using in the blank space the name of the student he is sitting by:

I am by

- b. Each student in the class completes this statement, using in the blank space the name of the student he is sitting in front of:

I am in front of

- c. Each student in the class completes this statement, using in the blank space the name of the student he is sitting behind:

I am behind

Drill 9. - Question - Answer

Give a word; S₁ uses it in the blank space to complete this question:

Is the behind the door?

S₂ uses the same word in the blank space to complete this answer:

No, the is in front of the door.

Example: T: table

S₁: Is the table behind the door?

S₂: No, the table is in front of the door.

- | | | |
|-------------|---------------|--------------|
| 1. picture | 8. book | 15. neighbor |
| 2. boy | 9. woman | 16. engine |
| 3. calendar | 10. chair | 17. desk |
| 4. girl | 11. clock | 18. animal |
| 5. bag | 12. umbrella | 19. notebook |
| 6. ruler | 13. secretary | 20. light |
| 7. man | 14. teacher | |

Drill 10. - Question - Answer

Give a word or an expression; S₁ uses the word or expression in the blank space to complete this question:

Are there any by the table?

S₂ uses the same word or expression to complete this answer:

No, there are some on the table.

Example: T: bags

S₁: Are there any bags by the table?

S₂: No, there are some bags on the table.

Direct the class to place the stress on BY and ON.

- | | |
|--------------------|------------------------|
| 1. pictures | 11. brown bags |
| 2. red apples | 12. watches |
| 3. calendars | 13. umbrellas |
| 4. rulers | 14. old exams |
| 5. thermometers | 15. notebooks |
| 6. yellow pencils | 16. new fans |
| 7. pieces of chalk | 17. green lights |
| 8. oranges | 18. old books |
| 9. gold pens | 19. cheap pens |
| 10. clocks | 20. beautiful pictures |

Drill 11. - Writing

(No Material)

Drill 12. - Transformation

Give a statement using either ... or; the class replies with a statement using neither ... nor, as in the example.

Example: T: It's either in the book or in the notebook.
S: It's neither in the book nor in the notebook.

1. It's either in the office or in the room.
2. It's either on the wall or on the ceiling.
3. It's either in the book or in the notebook.
4. It's either behind the desk or behind the table.
5. It's either by the door or by the chair.
6. It's either in front of the picture or in front of the calendar.
7. It's either on the wall or on the board.
8. It's either on the floor or on the chair.
9. It's either behind the fan or behind the air cooler.
10. It's either in front of the car or in front of the airplane.
11. It's either on the table or under the table.
12. It's either behind the desk or in front of the desk.
13. It's either by the desk or on the desk.
14. It's either in front of the door or behind the door.
15. It's either in the car or near the car.
16. It's either in the picture or on the board.
17. They're either behind the desk or in front of the board.
18. They're either on the table or behind the desk.
19. They're either near the door or under the thermometer.
20. He's either in front of the office or in the car.

Drill 13. - Transformation

For this drill divide the class into two groups. Give a statement. Group A repeats the statement. Group B then asks the question for which the statement is the answer. Then give the correct question and have Group B repeat. Change the roles of the two groups in the middle of the drill.

Example:

<u>Teacher</u>	<u>Group A</u>	<u>Group B</u>
They're clocks.	They're clocks.	What are they?
They're Ali's clocks.	They're Ali's clocks.	Whose clocks are they?
There are 20 clocks.	There are 20 clocks.	How many clocks are there?

- | | |
|---|--|
| 1. They're calendars.
They're Suad's calendars.
There are 36 calendars. | 6. They're desks.
They're Salim's desks.
There are 36 desks. |
| 2. They're pictures.
They're Jasim's pictures.
There are 56 pictures. | 7. They're exams.
They're Hassan's exams.
There are 5 exams. |
| 3. They're rulers.
They're Fred's rulers.
There are 15 rulers. | 8. They're air coolers.
They're Ahmad's air coolers.
There are 18 air coolers. |
| 4. They're fans.
They're Aziz's fans.
There are 50 fans. | 9. They're pieces of chalk.
They're Tom's pieces of chalk.
There are 66 pieces of chalk. |
| 5. They're bags.
They're Laila's bags.
There are 13 bags. | 10. They're thermometers.
They're John's thermometers.
There are 8 thermometers. |

Drill 14. - Addition

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer.

Examples: T: It's cold in the winter,
S: It's cold in the winter, isn't it? Yes, it is.

T: It's not hot in the fall,
S: It's not hot in the fall, is it? No, it isn't.

1. It's cold in the winter,
2. It's not warm in the winter,
3. It's not cold in the summer,
4. It's hot and humid in the summer,
5. It's not cold and windy in the spring,
6. It's sunny in the fall,
7. It's fine and warm in the spring,
8. It's cool in the fall,
9. It's not hot and humid in the winter,
10. It's cloudy and cold in the winter,
11. It's rainy and windy in the winter,
12. It's cold in the fall,
13. It's hot and dusty in the summer,
14. It's not freezing in the spring,
15. It's cold and dry in the winter,
16. It's not very hot in the spring,
17. It's wonderful in the spring,
18. It's sunny and dry in the spring,

Drill 15. - Agreement

When S_1 hears an expression, he uses it in the blank space to complete this question:

Isn't there in this room?

S_2 uses the same expression in the blank space to complete this answer, using certainly to strengthen the affirmation:

Certainly there's in this room.

a calendar	a floor	a piece of chalk
a picture	a thermometer	a ruler
a fan	a window	a chair
a clock	a table	a desk
an air cooler	a door	a notebook
a light	a pencil	a pen

Drill 16. - Question - Answer

When S_1 hears a word, he uses it to complete this sentence:

The aren't behind the teacher, are they?

S_2 gives a short answer and then makes a statement, using the word already given:

No, they aren't. The are in front of the teacher.

books	desks	lights
pictures	fans	umbrellas
pens	boys	men
students	tables	notebooks
clocks	rulers	secretaries
pencils	chairs	pieces of chalk
calendars	bags	

Drill 17. - Review

a. Dialog

1. Student listens and repeats words of each speaker.
2. Student listens to words of one speaker and gives the reply made by the other speaker.

b. Pronunciation

1. Student listens and repeats words with a sound.
2. Student listens and repeats words with aa sound.
3. Student listens and repeats minimal pairs.
4. Student listens and repeats sentences contrasting the two sounds.

Drill 18. - Repetition

- a. In this drill the student practices the use of the question word WHERE to ask about the place or location of something or someone.

He listens and repeats these examples:

Where is the book? It's on the table.
Where are the students? They're in the room.

- | | |
|------------------------------|----------------------------------|
| 1. Where is the bag? | It's under the table. |
| 2. Where are the students? | They're in the room. |
| 3. Where are the books? | They're on the desk. |
| 4. Where is the board? | It's behind the teacher. |
| 5. Where are the pictures? | They're on the wall. |
| 6. Where is the table? | It's near the door. |
| 7. Where is the fan? | It's on the table. |
| 8. Where is Ali? | He's by Ahmad. |
| 9. Where are the rulers? | They're near the books. |
| 10. Where is the car? | It's in front of the office. |
| 11. Where is the teacher? | He's in the room. |
| 12. Where are the calendars? | They're near the pictures. |
| 13. Where is the clock? | It's on the wall. |
| 14. Where is the girl? | She's behind the door. |
| 15. Where are the chairs? | They're in front of the teacher. |

- b. In this part of the drill the student hears a word; he uses it in the blank space to complete the question:

Where is/are the?

- | | |
|----------------|--------------|
| 1. desk | 11. teacher |
| 2. watches | 12. girl |
| 3. bag | 13. man |
| 4. air coolers | 14. classes |
| 5. students | 15. exam |
| 6. thermometer | 16. women |
| 7. pictures | 17. airplane |
| 8. umbrellas | 18. offices |
| 9. calendar | 19. clock |
| 10. fan | 20. boys |

LESSON FOURTEEN

I DIALOG

The Weather (ii)

Hello, Ali. How are you?

I'm tired and I have a headache.

Everybody is tired today.
George has a headache too.
What's the matter?

I don't know. Maybe it's the weather.

Is it always hot and dusty in the summer?

Not always, but we have some days when it's worse than this.

Well, you have an air cooler in your room, don't you?

Yes, I do. As long as it's not humid, I can get along.

Do you have any cloudy or rainy days in the summer?

No, we don't. It's always either sunny or dusty.

Well, cheer up. Tomorrow we have a holiday.

You have a holiday. I have an exam.

II PRONUNCIATION

Drill 13. - ay

I	bite	die
idle	like	tie
ire	ride	by
ice	side	guy
I've	dime	dry
eyes	Mike	try
Ike	fine	sigh

- Give the words of the first column; class listens.
- Give the words of the first column; class repeats.
- Follow the same procedure for the second and third columns.
- Demonstrate and (with the help of a facial diagram) show that during the pronunciation of this diphthong the muscles are relaxed. The tongue begins in the position for aa (that is, low central), then it moves to the position for i.
- Give the words of the three columns again; class repeats.
- Give the following sentences; the class repeats.
 - He likes to buy some ice.
 - My eyes were on the side of the road.
 - I'd like to try again.
 - Mike felt fine after the ride.
 - He tried to dry his tie.

III VOCABULARY

- | | | |
|---------------|--------------|---------------|
| 1. headache | 10. cheer up | 19. young |
| 2. everybody | 11. tall | 20. old |
| 3. matter | 12. short | 21. handsome |
| 4. know | 13. fat | 22. ugly |
| 5. maybe | 14. thin | 23. so (adv.) |
| 6. worse | 15. strong | 24. all |
| 7. than | 16. weak | 25. better |
| 8. as long as | 17. sick | 26. more |
| 9. get along | 18. healthy | 27. has |

IV DRILLS

Drill 1. - Repetition

Give each word twice; the class repeats.

- | | | |
|----------|------------|------------------------------|
| 1. tall | 5. strong | 9. young |
| 2. short | 6. weak | 10. old |
| 3. fat | 7. sick | 11. handsome (for men, boys) |
| 4. thin | 8. healthy | beautiful (for women, girls) |
| | | 12. ugly |

Drill 2. - Combination

Give two statements; the class combines them to make one statement, as in the example. Then give the correct sentence and have the class repeat.

Example: Teacher: Ali is a man. He's tall.
Class: Ali is a tall man.

1. Samira is a girl. She's beautiful.
2. Ahmad is a boy. He's fat.
3. Frank is a man. He's handsome.
4. Salma is a woman. She's strong.
5. Faisal is a boy. He's young.
6. Fred is a teacher. He's strict.
7. George is a student. He's young.
8. Abdulla is a man. He's healthy.
9. Fatima is a woman. She's old.
10. John is a secretary. He's young.
11. Jasim is a man. He's strong.
12. Hassan is a boy. He's weak.
13. Linda is a secretary. She's beautiful.
14. Muhammad is a teacher. He's tall.
15. Abbas is a boy. He's handsome.
16. Aziz is a student. He's short.
17. Samir is a clerk. He's ugly.
18. Edward is a man. He's weak.
19. Mary is a girl. She's sick.
20. Peter is a student. He's old.

Drill 3. - Addition

Give the following sentences; the class repeats.

This book is red. So is that book.

Demonstrate by examples the use of so in the above sentence. One person says something about the book he has: This book is red. Another person wants to say the same thing about another book, he says: So is that book. Point out that so comes at the beginning of the sentence and is followed by the verb.

- a. For the first part of the drill divide the class into two groups. Give a statement; Group A repeats. Give another statement, using so; Group B repeats.

- | | |
|-------------------------------|---------------------|
| 1. This book is red. | So is that book. |
| 2. This watch is expensive. | So is that watch. |
| 3. This bag is old. | So is that bag. |
| 4. This exam is important. | So is that exam. |
| 5. This answer is useless. | So is that answer. |
| 6. This pencil is cheap. | So is that pencil. |
| 7. This picture is beautiful. | So is that picture. |
| 8. This office is small. | So is that office. |
| 9. This light is green. | So is that light. |
| 10. This chair is heavy. | So is that chair. |

Reverse the roles of the two groups and do this part of the drill again.

- b. For this part of the drill also, the class is divided into two groups. Give a sentence; Group A repeats it. Group B answers as in the example.

Example: Teacher: This man is handsome.
Group A: This man is handsome.
Group B: So is that man.

- | | |
|------------------------|---------------------------|
| 1. This man is tall. | 7. This man is sick. |
| 2. This man is short. | 8. This man is healthy. |
| 3. This man is fat. | 9. This man is old. |
| 4. This man is thin. | 10. This man is young. |
| 5. This man is strong. | 11. This man is ugly. |
| 6. This man is weak. | 12. This man is handsome. |

- c. Follow the directions of a., but using the following example. Reverse roles of the two groups.

Example: Teacher: These women are tall.
Group B: These women are tall.
Group A: So are those women.

- | | |
|-------------------------------|--------------------------|
| 1. These women are strong. | 4. These women are ugly. |
| 2. These women are weak. | 5. These women are fat. |
| 3. These women are beautiful. | 6. These women are thin. |

- | | |
|---------------------------|------------------------------|
| 7. These women are young. | 10. These women are healthy. |
| 8. These women are old | 11. These women are short. |
| 9. These women are sick. | 12. These women are tall. |

Drill 4. - Substitution

a. Give these sentences; the class repeats.

1. Ali is tall, but Faisal is short.
2. This man is ugly, but that man is handsome.
3. Fred is strong, but his brother is weak.
4. The clerk is fat, but the secretary is thin.
5. Suad is young, but Samira is old.

b. Give two words; the class uses them in the blank spaces to complete this sentence:

He is, but his friend is

tall	handsome	thin
weak	short	young
ugly	young	weak
sick	short	ugly
fat	strong	tall
old	handsome	old
strong	healthy	

c. Give the words of b. above; the class completes this sentence:

He is, but his friends are

Drill 5. - Addition

Give a statement; a student answers with a statement in the plural, as in the examples. After each example, indicate by a hand movement the meaning of ALL.

Examples: Teacher	Class
This clerk is tall.	All these clerks are tall.
That man is fat.	All those men are fat.
This girl is young.	All these girls are young.
That woman is old.	All those women are old.

- | | |
|-----------------------------|------------------------------|
| 1. This man is fat. | 11. This boy is thin. |
| 2. That boy is young. | 12. That airplane is new. |
| 3. That woman is thin. | 13. This class is wonderful. |
| 4. This secretary is old. | 14. This woman is healthy. |
| 5. That woman is beautiful. | 15. That man is strong. |
| 6. This girl is young. | 16. This girl is short. |
| 7. This clerk is sick. | 17. That secretary is tall. |
| 8. This exam is important. | 18. That sentence is short. |
| 9. That clerk is handsome. | 19. This boy is weak. |
| 10. This watch is cheap. | 20. That car is ugly. |

Drill 6. - Addition

For this drill divide the class into two groups.
Give a statement; Group A repeats the statement and adds a tail question. Then Group B answers as in the example, stressing very.

Examples: Teacher: He's a tall man,
Group A: He's a tall man, isn't he?
Group B: Yes, he's very tall.

Teacher: She's a beautiful girl,
Group A: She's a beautiful girl, isn't she?
Group B: Yes, she's very beautiful.

- | | |
|-----------------------------|----------------------------|
| 1. He's a tall man, | 13. He's a handsome boy, |
| 2. She's a beautiful girl, | 14. He's a thin man, |
| 3. He's a healthy boy, | 15. She's a strong woman, |
| 4. She's an ugly girl, | 16. She's a fat girl, |
| 5. He's an old man, | 17. He's an important man, |
| 6. She's a young woman, | 18. She's a short girl, |
| 7. She's a sick girl, | 19. She's an old woman, |
| 8. He's a weak boy, | 20. He's a healthy man, |
| 9. He's a fat man, | 21. He's a good student, |
| 10. She's a thin girl, | 22. She's a young girl, |
| 11. She's a good secretary, | 23. He's a wonderful man, |
| 12. He's a new clerk, | 24. She's a weak woman, |

Drill 7. - Repetition

Inform the class that it is going to practice the comparative of some words.

Hold up two pencils, one shorter than the other. Then as you demonstrate the meaning, give the following sentence and have the class repeat.

This pencil is short, but this pencil is shorter.

Give each of the following pairs twice and have the class repeat:

- | | | | | | |
|----|-----------|----------|------------|------------|-----------|
| a. | 1. tall | taller | 15. gray | grayer | |
| | 2. short | shorter | 16. yellow | yellower | |
| | 3. strong | stronger | 17. warm | warmer | |
| | 4. weak | weaker | 18. cool | cooler | |
| | 5. clean | cleaner | 19. cold | colder | |
| | 6. small | smaller | | | |
| | 7. cheap | cheaper | b. | 1. healthy | healthier |
| | 8. new | newer | | 2. heavy | heavier |
| | 9. long | longer | | 3. ugly | uglier |
| | 10. young | younger | | 4. dry | drier |
| | 11. old | older | | 5. dusty | dustier |
| | 12. black | blacker | | 6. cloudy | cloudier |
| | 13. brown | browner | | 7. sunny | sunnier |
| | 14. green | greener | | 8. rainy | rainier |
| | | | | 9. windy | windier |
| | | | | 10. dirty | dirtier |

- c. 1. fat fatter
2. thin thinner
3. big bigger
4. red redder
5. hot hotter
6. wet wetter

- d. 1. nice nicer
2. large larger
3. fine finer
4. blue bluer
5. white whiter

- e. 1. good better
2. bad worse

At the end of the drill call the attention of the class to the spelling of the comparative in the different groups, and to the special forms in e. Inform them that correct spelling will be required in their written work.

Drill 8. - Double Substitution

Ask students to substitute for tall and taller the following:

He's tall, but his brother is taller.

- | | | | |
|-----------|----------|-------------|-----------|
| 1. short | shorter | 13. healthy | healthier |
| 2. strong | stronger | 14. heavy | heavier |
| 3. weak | weaker | 15. ugly | uglier |
| 4. small | smaller | 16. dirty | dirtier |
| 5. young | younger | 17. fat | fatter |
| 6. old | older | 18. thin | thinner |
| 7. clean | cleaner | 19. big | bigger |
| 8. cold | colder | 20. hot | hotter |
| 9. warm | warmer | 21. nice | nicer |
| 10. cool | cooler | 22. large | larger |
| 11. tall | taller | 23. good | better |
| 12. fine | finer | 24. bad | worse |

Drill 9. - Substitution

Hold up two pencils, one shorter than the other. Then as you demonstrate the meaning, give the following sentence, and have the class repeat.

That pencil is short, but this pencil is shorter than that pencil.

Call the attention of the students to the word than after the comparative. Warn them that they should not use from.

- a. Give a word; the class uses it in the blank space to complete this sentence:

Ali is than Hassan.

- | | | |
|-------------|--------------|-------------|
| 1. taller | 7. bigger | 13. weaker |
| 2. stronger | 8. healthier | 14. thinner |
| 3. smaller | 9. heavier | 15. uglier |
| 4. younger | 10. dirtier | 16. worse |
| 5. stricter | 11. better | 17. older |
| 6. fatter | 12. shorter | 18. colder |

- b. Ask students to substitute for pen and pencil the following:

The pen is better than the pencil.

1. pen	pencil	11. watch	clock
2. answer	example	12. airplane	car
3. office	room	13. window	door
4. brother	sister	14. fan	air cooler
5. uncle	aunt	15. apple	orange
6. summer	winter	16. boy	girl
7. spring	fall	17. woman	man
8. morning	afternoon	18. secretary	clerk
9. evening	night	19. floor	ceiling
10. desk	table	20. chair	desk

Drill 10. - Addition

- a. Point out that the comparative of some words is formed by using more with the words.

Give each of the following pairs twice and have the class repeat.

1. beautiful	more beautiful	6. wonderful	more wonderful
2. expensive	more expensive	7. handsome	more handsome
3. useful	more useful	8. humid	more humid
4. necessary	more necessary	9. freezing	more freezing
5. important	more important	10. useless	more useless

- b. Give a sentence; the class answers, using the comparative, as in the example.

Example: T: My watch is expensive.

C: His watch is more expensive.

- | | |
|----------------------------|-------------------------------|
| 1. My car is beautiful. | 8. My mother is beautiful. |
| 2. My engine is useful. | 9. My book is important. |
| 3. My chair is useless. | 10. My airplane is expensive. |
| 4. My answer is important. | 11. My umbrella is useful. |
| 5. My brother is handsome. | 12. My office is important. |
| 6. My friend is wonderful. | 13. My example is necessary. |
| 7. My city is humid. | 14. My cousin is handsome. |

Drill 11. - Writing

(No Material)

Drill 12. - Repetition

Holding up a book and making the proper hand gestures, say:

Look! This is my book.
I have a book.

Then, say several times and have individual students repeat:

I have a book.

Next, point to a student, and using the proper gestures, say:

Look! That is his book.
He has a book.

Then, say several times and have individual students repeat:

He has a book.

- a. For the first part of the drill, give an expression; the class uses it in the blank spaces to complete the following sentence:

I have, and he has too.

- | | | |
|------------------|---------------------|------------------|
| 1. a book | 8. some money | 15. some bags |
| 2. a watch | 9. a car | 16. a meeting |
| 3. a clock | 10. a pencil | 17. some apples |
| 4. a calendar | 11. an office | 18. an umbrella |
| 5. a ruler | 12. a young brother | 19. a red pencil |
| 6. a table | 13. a beautiful car | 20. a gold pen |
| 7. a good friend | 14. an exam | |

- b. Follow the directions of a., using this sentence:

You have, and he has too.

Use the same expressions given in a.

Drill 13. - Substitution

- a. Give an expression; the class uses it in the blank space to complete this sentence:

We have

- | | |
|-------------------------|-------------------------|
| 1. a new book | 11. a beautiful picture |
| 2. a large office | 12. a silver airplane |
| 3. an old engine | 13. useless fans |
| 4. a beautiful calendar | 14. handsome brothers |
| 5. a young friend | 15. fine weather |
| 6. long summers | 16. some chalk |
| 7. wet winters | 17. a sunny spring |
| 8. some new pens | 18. a cool fall |
| 9. wonderful books | 19. a thermometer |
| 10. an old clock | 20. some green apples |

- b. Follow the instructions of a. and use the same expressions, but to complete this sentence:

They have

- c. Give these two sentences and have the class repeat:

That room is large. It has fifteen desks.

Give an expression; the class uses it to speak about the room and complete this sentence:

It has

Then give the correct sentence and have the class repeat.

- | | |
|---------------------|----------------------------|
| 1. two boards | 11. an air cooler |
| 2. a floor | 12. six lights |
| 3. two doors | 13. ten pictures |
| 4. four walls | 14. three tables |
| 5. six windows | 15. two long rulers |
| 6. two clocks | 16. twenty pieces of chalk |
| 7. a ceiling | 17. three teachers |
| 8. four fans | 18. eighteen students |
| 9. twenty chairs | 19. one thermometer |
| 10. three calendars | 20. fifty books |

Drill 14. - Substitution

Before beginning the drill, the attention of the student is called to the fact that

Who + is = Who's

He is warned that Who's is not to be confused with the similar sounding Whose.

In the drill, when S₁ hears a word, he uses it in the blank space to complete this question:

Who's thatman?

When S₂ hears a name, he answers using the word already given and the name in the blank spaces to complete this sentence:

That man is

Example: T: tall

S₁: Who's that tall man?

T: Ali

S₂: That tall man is Ali.

- | | | | |
|-------------|--------|---------------|----------|
| 1. short | Sami | 11. healthy | Tom |
| 2. old | Faisal | 12. tall | Ibrahim |
| 3. young | John | 13. handsome | Peter |
| 4. handsome | Aziz | 14. strong | Abdulla |
| 5. ugly | George | 15. young | Muhammad |
| 6. weak | Fred | 16. important | Abbas |
| 7. strong | Hassan | 17. thin | Frank |
| 8. fat | Mike | 18. strict | Jim |
| 9. thin | Salim | 19. old | Hussein |
| 10. sick | Ahmad | 20. short | Mahmoud |

Drill 15. - Addition

Give a statement; a student answers as in the examples. After each example, indicate by a hand movement the meaning of EVERYBODY.

Examples:	Teacher	Class
	I'm tired.	Everybody is tired.
	He's tall.	Everybody is tall.
	They're sick.	Everybody is sick.

- | | | |
|---------------------|-----------------------|---------------------|
| 1. I'm strong. | 9. They're ugly. | 17. They're young. |
| 2. She's beautiful. | 10. You're wonderful. | 18. I'm hot. |
| 3. He's handsome. | 11. She's short. | 19. You're sick. |
| 4. You're tall. | 12. He's weak. | 20. She's strong. |
| 5. They're healthy. | 13. I'm single. | 21. He's fine. |
| 6. She's tired. | 14. I'm healthy. | 22. They're cold. |
| 7. He's thin. | 15. She's married. | 23. I'm useful. |
| 8. We're fat. | 16. He's important. | 24. He's necessary. |

Drill 16. - Addition

The student hears a statement; he answers as in the examples.

Examples: T: This man is a clerk.
S: So are these men. They are clerks too.

T: That woman is strong.
S: So are those women. They are strong too.

- | | |
|-------------------------------|-----------------------------|
| 1. This man is a teacher. | 11. That boy is handsome. |
| 2. This man is tall. | 12. This girl is sick. |
| 3. That boy is weak. | 13. This man is a friend. |
| 4. That girl is beautiful. | 14. That girl is ugly. |
| 5. That woman is a secretary. | 15. This man is fat. |
| 6. This man is a neighbor. | 16. This woman is thin. |
| 7. This boy is healthy. | 17. This girl is a student. |
| 8. This woman is tall. | 18. That boy is short. |
| 9. That man is a teacher. | 19. That man is an uncle. |
| 10. That woman is a relative. | 20. That girl is strong. |

Drill 17. - Review

a. Pronunciation

1. The student listens and repeats the words of each column.
2. The student listens and repeats the sentences.

b. Dialog

1. The student listens to the dialog.
2. The student listens to words of each speaker and repeats.

Drill 18. - Addition

Examples: T: Ali is tall.
S: Yes, he is taller than his brother.

T: Suad is thin.
S: Yes, she is thinner than her sister.

- | | |
|-----------------------|--------------------------|
| 1. Sami is young. | 11. Tom is bad. |
| 2. John is old. | 12. Nancy is beautiful. |
| 3. Hussein is strong. | 13. Fred is handsome. |
| 4. Ali is healthy. | 14. Hassan is fat. |
| 5. Fred is short. | 15. Abdulla is old. |
| 6. Laila is weak. | 16. George is strict. |
| 7. Mary is small. | 17. Fatima is wonderful. |
| 8. Ruth is sick. | 18. Salma is important. |
| 9. Samira is good. | 19. Frank is ugly. |
| 10. Linda is tall. | 20. Faisal is big. |

LESSON FIFTEEN

I DIALOG

Review dialog in Lesson Fourteen.

- a. Divide the class into two groups and have them do the dialog.
- b. Take the part of one speaker and do the dialog with individual students.
- c. Have individual students do the dialog themselves.

II PRONUNCIATION

Drill 14. - aw

out	house	cow
owl	blouse	how
ounce	brown	now
oust	sound	brow
outlet	found	saw
owlet	down	vow

- a. Give the words of the first column; class listens.
- b. Give the words of the first column; class repeats.
- c. Follow the same procedure with the words of the other two columns.
- d. Demonstrate and (with the help of a facial diagram) show that the tongue rises from a low central position to a high back position. The lip shape changes from unrounded to rounded.
- e. Give the words of each column again; class repeats.
- f. Give the following sentences; class repeats.
 1. He bought a pound of round steak.
 2. The brown house is now finished.
 3. She went out in her brown blouse.
 4. The owl looked at the cow and the sow.
 5. Which is heavier, a pound or an ounce?

III VOCABULARY

- | | |
|-----------|---------------|
| 1. either | 4. the other |
| 2. does | 5. others |
| 3. other | 6. the others |

IV DRILLS

Drill 1. - Comparative

Give a phrase; S₁ uses it with a or an as needed to complete this sentence:

She has a/an

S₂ answers, using the comparative, to complete this sentence:

Her sister has a/an

Example: T: good book

S₁: She has a good book.

S₂: Her sister has a better book.

Reverse the roles of the two groups in the middle of the drill.

- | | | |
|-----------------|------------------------|--------------------|
| 1. big office | 10. strong fan | 19. important book |
| 2. fine pen | 11. young neighbor | 20. young friend |
| 3. new bag | 12. dirty floor | 21. handsome clerk |
| 4. tall friend | 13. old chair | 22. large engine |
| 5. old desk | 14. expensive watch | 23. wonderful book |
| 6. small room | 15. good thermometer | 24. clean desk |
| 7. cheap car | 16. ugly secretary | 25. big bag |
| 8. good teacher | 17. bad picture | 26. long ruler |
| 9. fat student | 18. beautiful calendar | 27. bad headache |

Drill 2. - Substitution

Point out to the class that to ask a question with have or has we use the helping words do or does, as in the following examples. Give the examples, first writing them on the board to show how the change is made from statement to question, and then have the class repeat.

Examples:

I have a desk.
Do I have a desk?
You have a desk.
Do you have a desk?
We have a desk.
Do we have a desk?
They have a desk.
Do they have a desk?

He has a desk.
Does he have a desk?
She has a desk.
Does she have a desk?
It has a desk.
Does it have a desk?

- a. Give a word; the class uses it with a or an as needed to complete this question:

- | | | |
|-------------|--------------|--------------------|
| 1. desk | 8. engine | 15. light |
| 2. bag | 9. car | 16. office |
| 3. calendar | 10. answer | 17. airplane |
| 4. clock | 11. chair | 18. picture |
| 5. ruler | 12. umbrella | 19. piece of chalk |
| 6. fan | 13. table | 20. apple |
| 7. orange | 14. friend | 21. thermometer |

- b. Follow directions of a. above, using items 1-10 for this question:

Do you have a/an

- c. Follow directions of a. above, using items 11-21 for this question:

Do we have a/an

- d. Follow directions of a. above, using items 1-10 for this question:

Do they have a/an

Drill 3. - Substitution

- a. Give a phrase; the class uses it with a or an as needed to complete this question:

Does he have a/an

- | | | |
|------------------|-----------------------|---------------------|
| 1. fat sister | 8. handsome cousin | 15. old calendar |
| 2. tall brother | 9. beautiful aunt | 16. orange umbrella |
| 3. thin friend | 10. weak relative | 17. red light |
| 4. new car | 11. ugly friend | 18. green apple |
| 5. old engine | 12. good secretary | 19. white table |
| 6. short pencil | 13. bad example | 20. gold pen |
| 7. strong father | 14. expensive picture | 21. new thermometer |

- b. Follow the directions of a. above, using the same expressions to complete this question:

Does she have a/an

- c. For this part of the drill explain to the class that they will ask questions about a large room. Give an expression; the class uses it to complete this question:

Does it have

- | | |
|---------------------|----------------------------|
| 1. four fans | 11. an air cooler |
| 2. three calendars | 12. ten lights |
| 3. twenty chairs | 13. seven pictures |
| 4. six windows | 14. three tables |
| 5. two doors | 15. two long rulers |
| 6. a strong ceiling | 16. twenty pieces of chalk |
| 7. a new floor | 17. fifty books |
| 8. clean walls | 18. seventy notebooks |
| 9. two clocks | 19. five desks |
| 10. three boards | 20. twenty-five students |

Drill 4. - Transformation

Give a statement; a student changes it to a simple question.

Examples: T: I have a new book.
S: Do I have a new book?

T: The secretary has a car.
S: Does the secretary have a car?

1. They have pens.
2. I have a silver pencil.
3. He has an expensive watch.
4. She has a black bag.
5. We have four classes today.
6. The room has four walls.
7. This teacher has a big chair.
8. I have an air cooler.
9. You have a good picture.
10. It has a clean floor.
11. Ali has a meeting at one o'clock.
12. We have a strict teacher.
13. She has a headache.
14. This girl has four sisters.
15. You have 16 pens.
16. It has sunny weather.
17. That boy has a beautiful watch.
18. They have good friends.
19. The room has a board.
20. We have a new office.

Drill 5. - Variable Substitution

Begin the drill by going through the examples and recalling the procedure already explained in Lesson Six. Recall also the meaning of the commands presented there.

Start with the base sentence: I have a meeting at nine o'clock.
As you give a new expression or a command, the class makes a new sentence, each time working from the last sentence made.
Then give the correct sentence and have the class repeat.

Examples: Base sentence: I have a meeting at nine o'clock.

<u>Teacher</u>	<u>Class</u>
he	He has a meeting at nine o'clock.
question	Does he have a meeting at nine o'clock?
they	Do they have a meeting at nine o'clock?

Start the drill with the base sentence:

I have a meeting at nine o'clock.

- | | |
|----------------|------------------|
| 1. he | 9. the woman |
| 2. question | 10. the teachers |
| 3. they | 11. one o'clock |
| 4. I | 12. statement |
| 5. statement | 13. you |
| 6. ten o'clock | 14. question |
| 7. we | 15. we |
| 8. question | 16. I |

Drill 6. - Substitution

Before the drill, call the attention of the class to the following:

To change a statement with have or has to the negative, we use do or does, as in questions, + not + have.

do + not = don't
does + not = doesn't

Give the following examples and have the class repeat:

I don't have a book.	He doesn't have a desk.
You don't have a book.	She doesn't have a desk.
We don't have a book.	It doesn't have a desk.
They don't have a book.	

- a. Give a word; the class uses it, with a or an as needed, in the blank space to complete the sentence:

I don't have today.

- | | | |
|-------------|-------------------|-----------------|
| 1. notebook | 8. piece of chalk | 15. picture |
| 2. ruler | 9. pen | 16. fan |
| 3. watch | 10. pencil | 17. desk |
| 4. calendar | 11. umbrella | 18. book |
| 5. apple | 12. chair | 19. table |
| 6. orange | 13. exam | 20. example |
| 7. car | 14. bag | 21. thermometer |

- b. Follow the instructions of a. above, using the same words but for this sentence:

We don't have today.

Drill 7. - Transformation

Ask a question; a student gives a negative answer, as in the example.

Example: T: Does Ali have a book?
S: No, Ali doesn't have a book.

For the questions use, in place of book, the words of Drill 6 a. above.

Drill 8. - Addition

- a. Draw the attention of the class to the fact that in the following drill either is used at the end of a negative sentence. Give the following pairs of sentences. Have the class repeat and ask it to compare the sentences.

She has a book. They have a book too.

She doesn't have a book. They don't have a book either.

Give a word or a phrase; S₁ uses it to complete this sentence:

She doesn't have

S₂ uses the same expression in the blank space to complete this sentence:

They don't have either.

- | | |
|----------------------|---------------------|
| 1. a new calendar | 7. a stronger light |
| 2. a bigger bag | 8. a piece of chalk |
| 3. a larger office | 9. better apples |
| 4. a younger brother | 10. any money |
| 5. a cleaner pen | 11. any chalk |
| 6. a shorter pencil | 12. blacker pencils |

- b. Follow the instructions of a. above, using the same expressions, but for these sentences. Reverse roles of the two students.

S₂: He doesn't have

S₁: You don't have

Drill 9. - Repetition

Call the attention of the class to the following:

For affirmative and negative sentences with have/has, tail questions are formed differently from the tail questions we have used thus far. Recall to the class that in changing a sentence with have/has to a simple question we use:

does/do + subject + have

Point out that in adding tail questions to sentences with have/has we use:

doesn't/don't + pronoun only

- a. Give the following examples and have the class repeat:

I have a class, don't I?
You have a class, don't you?
We have a class, don't we?
They have a class, don't they?

He has a class, doesn't he?
She has a class, doesn't she?
It has a floor, doesn't it?

Point out that we use does/do when we add tail questions to negative sentences. Give the following examples and have the class repeat.

I don't have a bag, do I?	He doesn't have a bag, does he?
You don't have a bag, do you?	She doesn't have a bag, does she?
We don't have a bag, do we?	It doesn't have a floor, does it?
They don't have a bag, do they?	

For short answers, we also use do/does or the negative forms doesn't/don't. Give these examples and have the class repeat:

They have a class, don't they? Yes, they do.
 He doesn't have a class, does he? No, he doesn't.

- b. Give a statement; a student repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: Her brother has a car,
 S: Her brother has a car, doesn't he? Yes, he does.

T: They don't have new books,
 S: They don't have new books, do they? No, they don't.

1. Her sister has a better bag,
2. We have new books,
3. You have a good watch,
4. I have a big office,
5. This room has four walls,
6. My friend has a long table,
7. His aunt has two sisters,
8. I have a good class,
9. They have short rulers,
10. He has some money,
11. It doesn't have two air coolers,
12. He doesn't have any cousins,
13. We don't have any money,
14. You don't have a thermometer,
15. She doesn't have a green umbrella,
16. Ali doesn't have a big picture,
17. You don't have an exam today,
18. The boys don't have new desks,
19. I don't have a calendar,
20. He doesn't have any chalk,

Drill 10. - Writing

(No Material)

Drill 11. - Question - Answer

Give the following sentences and have the class repeat:

I have two pens. One pen is here, and the other pen is in my bag.

Point out that in the second sentence, the other (two words)

means the remaining one of two. It has this meaning in the following exercise.

Ask a question; the class answers as in the example.

Example: T: Are the two pens here?

S: Yes, I have one pen, and he has the other pen.

For the questions use the following words in place of pens.

- | | |
|--------------|---------------|
| 1. books | 11. chairs |
| 2. pencils | 12. desks |
| 3. rulers | 13. tables |
| 4. bags | 14. calendars |
| 5. oranges | 15. clocks |
| 6. apples | 16. umbrellas |
| 7. watches | 17. notebooks |
| 8. engines | 18. fans |
| 9. exams | 19. lights |
| 10. pictures | 20. answers |

Drill 12. - Substitution

Give the following sentences and have the class repeat:

I have six pens. Two are here, and the other pens are in my bag.

Point out that in the second sentence, the other pens means the rest of the pens or the remaining ones. This is the meaning the expression has in the following exercise.

Give a word; S₁ uses it in the blank space to complete this sentence:

There are some here.

S₂ uses the same word to complete this sentence:

The other are in the office.

Use the same words given in Drill 11.

Drill 13. - Question - Answer

Point out that we may also use the other (for the remaining one of two) and the others (for the remaining ones of many) without a following noun.

a. Ask a question; a student answers as in the example.

Example: T: Where are the two books?

S: I have one book and he has the other.

For the questions use the following words in place of books.

- | | |
|--------------------|----------------|
| 1. calendars | 9. air coolers |
| 2. clocks | 10. rulers |
| 3. fans | 11. oranges |
| 4. pictures | 12. watches |
| 5. desks | 13. bags |
| 6. pieces of chalk | 14. pencils |
| 7. chairs | 15. apples |
| 8. tables | 16. pens |

- b. Follow the directions of a. above. The class answers as in the following example:

Example: T: Where are the calendars?
S: He has some calendars and they have the others.

For the questions, use the words of a. above in place of calendars.

Drill 14. - Addition

The student hears a statement; he replies with another statement, as in the example.

Example: T: Everybody has books.
S: Yes, he has a book and we have books too.

The following words are used in place of books in the statements heard by the student:

- | | |
|------------------|-----------------|
| 1. rulers | 11. umbrellas |
| 2. calendars | 12. desks |
| 3. oranges | 13. air coolers |
| 4. fans | 14. lights |
| 5. clocks | 15. watches |
| 6. exams | 16. tables |
| 7. pencils | 17. apples |
| 8. bags | 18. pens |
| 9. engines | 19. friends |
| 10. thermometers | 20. pictures |

Drill 15. - Question - Answer

When S_1 hears a word he uses it in the blank space to complete this question:

Do you have a/an ?

S_2 uses the same word in the blank spaces to complete this answer:

No, we don't have a/an, and he doesn't have a/an either.

- | | |
|-------------|----------------|
| 1. desk | 11. calendar |
| 2. picture | 12. air cooler |
| 3. ruler | 13. office |
| 4. car | 14. bag |
| 5. table | 15. light |
| 6. fan | 16. orange |
| 7. engine | 17. watch |
| 8. umbrella | 18. airplane |
| 9. chair | 19. clock |
| 10. apple | 20. class |

Drill 16. - Variable Substitution

Base sentence: I have a book.

- | | | |
|------------------|---------------|-----------------|
| 1. she | 8. statement | 15. statement |
| 2. desk | 9. question | 16. he |
| 3. clean | 10. desks | 17. question |
| 4. we | 11. they | 18. it |
| 5. negative | 12. new | 19. statement |
| 6. the secretary | 13. statement | 20. negative |
| 7. you | 14. negative | 21. thermometer |

Drill 17. - Question - Answer

The student listens and repeats this question:

Who has the other book?

The attention of the student is called to the fact that in a question like this, introduced by who, we generally use has, not have.

- a. When S₁ hears a word he uses it to complete this question:

Who has the other ?

S₂ answers as follows:

I have the other. It's here.

- | | | |
|-------------|------------|-----------------|
| 1. pen | 8. ruler | 15. light |
| 2. calendar | 9. bag | 16. watch |
| 3. picture | 10. chair | 17. exam |
| 4. engine | 11. table | 18. pencil |
| 5. apple | 12. desk | 19. notebook |
| 6. umbrella | 13. car | 20. answer |
| 7. clock | 14. orange | 21. thermometer |

- b. For this part of the drill the roles of the two students are reversed. When S₂ hears a word he uses it to complete this question:

Who has the other ?

S₁ answers as follows:

I have the others. They're here.

For this part of the drill the plurals of words in a. above are used.

LESSON SIXTEEN

I DIALOG

Hello

Hi.

Where are you going?
You were at the bank yesterday.

I am going to the bank.
Well! I don't have any money.

I am going to the cinema tonight.
Are you going too?
It's "A Man And A Woman."

What is the film?
Oh, yes. This is a good film.

What about your brother?
Is he going too?

I don't know. He has an exam
tomorrow.
Goodbye.

Goodbye. See you later.

II PRONUNCIATION

Drill 15. - oy

coin
boil
voice
noise
choice
oil
point

boy
toy
joy
employ
coy
Troy
enjoy

- a. Give the words of the first column; class listens.
- b. Give the words of the first column; class repeats.
- c. Follow the same procedure with the words of the second column.
- d. Demonstrate and (with the help of a facial diagram) show that the tongue rises and moves forward from a low back position to a high front position.
- e. Give the words of each column again; class repeats.
- f. Give the following sentences; class repeats.

1. The boy enjoyed the toy.
2. That voice brings him joy.
3. What makes oil boil?
4. Helen of Troy had no other choice.
5. He employed a boy with a deep voice.

III VOCABULARY

- | | | |
|------------|---------------|-------------|
| 1. another | 5. school | 9. workshop |
| 2. all | 6. at school | 10. later |
| 3. home | 7. restaurant | 11. lab |
| 4. at home | 8. greenhouse | 12. store |

- | | |
|-------------------|-----------------------------|
| 13. garage | 19. police station |
| 14. bank | 20. department |
| 15. cinema | 21. Department of Health |
| 16. hospital | 22. Department of Education |
| 17. swimming pool | 23. Department of Petroleum |
| 18. post office | 24. was |
-
- | |
|-----------------------|
| 25. were |
| 26. yesterday |
| 27. yesterday morning |
| 28. last night |
| 29. last week |
| 30. last Saturday |

IV DRILLS

Drill 1. - Repetition

a. Give each of the following two times; the class repeats.

- | | |
|----------------------|------------------------------------|
| 1. at the office | 11. at the swimming pool |
| 2. at the restaurant | 12. at the post office |
| 3. at the workshop | 13. at the police station |
| 4. at the lab | 14. at the Department of Health |
| 5. at the store | 15. at the Department of Education |
| 6. at the garage | 16. at the Department of Petroleum |
| 7. at the greenhouse | 17. at home |
| 8. at the bank | 18. at work |
| 9. at the cinema | 19. at school |
| 10. at the hospital | |

Call the attention of the class to the fact that with the last three expressions we do not use the.

b. Give one of the above expressions; the class uses it in the blank space to complete the sentence:

My friend is today.

Drill 2. - Repetition

Call the attention of the class to the following:

This drill introduces the simple past tense of the verb to be. Up to this point the only forms of to be that have been taught are the simple present forms: am, is, are. The simple past tense of am, is, is was; the simple past tense of are is were.

Give each of the following sentences, first one from the present column, then the corresponding one from the past column; the class repeats.

Present

1. I am here today.
2. You are here today.
3. He is here today.
4. She is here today.
5. It is here today.
6. We are here today.
7. You are here today.
8. They are here today.

Past

1. I was here yesterday.
2. You were here yesterday.
3. He was here yesterday.
4. She was here yesterday.
5. It was here yesterday.
6. We were here yesterday.
7. You were here yesterday.
8. They were here yesterday.

Give the sentences again; have some individual students repeat.

Drill 3. - Substitution

- a. Students substitute for at the office the following items:

I was at the office yesterday.

- | | |
|----------------------|------------------------------------|
| 1. at the office | 11. at the Department of Petroleum |
| 2. at the restaurant | 12. at the post office |
| 3. at the hospital | 13. at the tennis court |
| 4. at the garage | 14. at the Department of Education |
| 5. at the bank | 15. at the swimming pool |
| 6. at the cinema | 16. at the police station |
| 7. at the greenhouse | 17. at the Department of Health |
| 8. at the lab | 18. at home |
| 9. at the store | 19. at school |
| 10. at the workshop | 20. at work |

- b. Follow the instructions of a. above, using the same expressions, but for this sentence:

They were yesterday.

- c. Follow the instructions of a. above, using the same expressions, but for this sentence:

You were yesterday.

Drill 4. - Addition

Call the attention of the class to the fact that certain expressions of time point to the past, and that some of them are used in this drill.

First, give the following expressions and have the class repeat:

yesterday morning	last month
yesterday afternoon	last year
yesterday evening	last summer
last night	last Saturday
last week	last June

- a. Give a statement; a student answers as in the example.

Example: T: They were here last night.
S: He was here last night too.

For the statement, use the following expressions in place of last night.

- | | |
|---------------------|-------------------------|
| 1. on Saturday | 11. yesterday afternoon |
| 2. yesterday | 12. yesterday morning |
| 3. at half past ten | 13. yesterday evening |
| 4. in the evening | 14. last spring |
| 5. in the morning | 15. last month |
| 6. in the afternoon | 16. at noon |
| 7. at night | 17. Tuesday evening |
| 8. at ten to four | 18. Thursday afternoon |
| 9. at midnight | 19. last week |
| 10. last week | 20. in November |

- b. Follow the directions of a. above, using the same expressions, but for these sentences:

T: I was here last night.
S: We were here last night too.

- c. Follow the directions of a. above, using the same expressions, but for these sentences:

T: He was here last night.
S: She was here last night too.

Drill 5. - Double Substitution

Students substitute for pen and useless the following items:

Ali's pen was useless.

- | | | | |
|------------|-----------|---------------|-----------|
| 1. father | wonderful | 11. pencil | red |
| 2. office | small | 12. room | clean |
| 3. bag | old | 13. calendar | old |
| 4. brother | strong | 14. ruler | long |
| 5. sister | beautiful | 15. book | white |
| 6. desk | dirty | 16. umbrella | green |
| 7. car | new | 17. answer | important |
| 8. class | big | 18. exam | necessary |
| 9. friend | young | 19. uncle | fat |
| 10. answer | short | 20. secretary | thin |

Drill 6. - Substitution

Give a phrase; a student uses it to complete this sentence:

There was/were in that room.

Examples: T: an office
S: There was an office in that room.

T: five brown bags

S: There were five brown bags in that room.

- | | |
|-------------------------|-----------------------------|
| 1. an important meeting | 11. a good secretary |
| 2. another thermometer | 12. some wonderful pictures |
| 3. thirty men | 13. fifteen chairs |
| 4. ten tables | 14. another fan |
| 5. some green apples | 15. some useful books |
| 6. a red umbrella | 16. an office |
| 7. an air cooler | 17. an expensive desk |
| 8. some engines | 18. seven brown bags |
| 9. a beautiful girl | 19. twenty-three rulers |
| 10. sixteen lights | 20. a new calendar |

Drill 7. - Transformation

Before beginning the drill remind the class that in a previous drill we used time expressions such as yesterday, last night, etc...with was and were. In this drill we change sentences to the simple past, and we make the following changes in time expressions:

today	changes to	yesterday
tonight	" "	last night
this year	" "	last year
this morning	" "	yesterday morning

For the drill, give a statement; a student changes it to the simple past. Then give the correct sentence and have the class repeat.

Examples: T: It's beautiful tonight.
S: It was beautiful last night.

T: They are very strong today.
S: They were very strong yesterday.

1. I am here today.
2. The students are here in the afternoon.
3. It's hot tonight.
4. Tom is in the room.
5. It's cool this morning.
6. There is a car at the garage.
7. We are good friends.
8. You are here this year.
9. Nancy is at the bank this morning.
10. It's windy this month.
11. The teachers are at the Department of Education this morning.
12. The old man is at the hospital this week.
13. We are at school.

14. I am in the office on Sunday and Tuesday.
15. There are some beautiful pictures here.
16. Salma is at the post office this morning.
17. The meeting is at quarter past nine.
18. We are very healthy this year.
19. You are near the door.
20. Ali is at the swimming pool this afternoon.

Drill 8. - Transformation

Call the attention of the class to the following:

The negatives of was and were are was not (wasn't) and were not (weren't) respectively.

Ask individual students to change the following sentences to the negative:

Examples: T: It was hot yesterday.
S: It wasn't hot yesterday.

T: They were here last night.
S: They weren't here last night.

1. It was cold yesterday.
2. It was humid yesterday afternoon.
3. It was dusty yesterday evening.
4. It was hot and dry last summer.
5. It was wonderful yesterday morning.
6. It was windy last night.
7. It was very dusty last month.
8. It was dry last winter.
9. It was warm last Tuesday.
10. It was sunny last spring.
11. They were here last night.
12. They were at the restaurant yesterday noon.
13. They were at the cinema last week.
14. They were at home yesterday.
15. They were at the Department of Petroleum yesterday morning.
16. They were at the garage yesterday evening.
17. They were at the greenhouse yesterday.
18. They were good students.
19. They were at the Department of Health last Thursday.

Drill 9. - Writing

(No Material)

Drill 10. - Substitution

Students substitute for exam the following items:

Does he have the exam or do they have the exam?

- | | | |
|-------------|-------------|-----------------|
| 1. calendar | 8. picture | 15. umbrellas |
| 2. rulers | 9. bag | 16. desks |
| 3. money | 10. pencils | 17. air cooler |
| 4. chalk | 11. exam | 18. apples |
| 5. chairs | 12. watch | 19. table |
| 6. lights | 13. office | 20. airplane |
| 7. car | 14. engines | 21. thermometer |

Drill 11. - Expansion

When S₁ hears a number and a word, he uses them in the blank spaces to complete this sentence:

He has

S₂ uses the word only to complete this question, stressing you:

How many do you have?

Example: T: twenty-five

S₁: He has twenty-five pencils.

S₂: How many pencils do you have?

- | | |
|------------------------|--------------------------|
| 1. three thermometers | 11. nineteen tables |
| 2. thirty pens | 12. sixty-five calendars |
| 3. thirteen chairs | 13. sixteen fans |
| 4. eighty books | 14. six uncles |
| 5. eighteen desks | 15. four cousins |
| 6. twenty-eight lights | 16. forty-four pictures |
| 7. five brothers | 17. ninety notebooks |
| 8. fifty bags | 18. eighty rulers |
| 9. fifteen relatives | 19. seven clocks |
| 10. eleven watches | 20. seventeen apples |

Drill 12. - Expansion

When S₁ hears an expression he uses it in the blank space to complete this sentence:

My friend was yesterday.

S₂ uses the same expression in the blank space to complete this sentence:

Our friends were yesterday too.

- | | |
|------------------|----------------------|
| 1. at the bank | 4. at the restaurant |
| 2. at the garage | 5. at the office |
| 3. at the lab | 6. at the cinema |

7. at the hospital
8. at the greenhouse
9. at the store
10. at the workshop
11. at the Department of Education
12. at the meeting
13. at the swimming pool
14. at the post office
15. at the Department of Petroleum
16. at the police station
17. at the Department of Health
18. at home
19. at work
20. at school

Drill 13. - Expansion

When S₁ hears a word, he uses it to complete this sentence:

All the other were at the office.

S₂ uses the singular of the same word in the blank space to express its disagreement, in this sentence:

No, there was another at home.

- | | | |
|--------------|-------------|------------------|
| 1. pens | 8. exams | 15. chairs |
| 2. notebooks | 9. answers | 16. men |
| 3. pencils | 10. friends | 17. umbrellas |
| 4. pictures | 11. desks | 18. women |
| 5. calendars | 12. girls | 19. clocks |
| 6. rulers | 13. bags | 20. tables |
| 7. fans | 14. boys | 21. thermometers |

Drill 14. - Substitution

Give these sentences and have the class repeat:

Do you have all the books?

No, I don't. The clerk has another book at home.

Point out that in the last sentence another means an additional book or one more book; that another is one word and does not take the before it.

Point out also that in the expression at home we always use at, and not the prepositions in or on.

- a. Give a word; S₁ uses it to complete this question:

Do you have all the

S₂ replies as in the example, using in the blank space the singular of the word given:

No, I don't. The clerk has another at home.

- | | | |
|--------------|------------|---------------|
| 1. exams | 6. clocks | 11. watches |
| 2. bags | 7. desks | 12. apples |
| 3. calendars | 8. pens | 13. engines |
| 4. pictures | 9. pencils | 14. notebooks |
| 5. rulers | 10. chairs | 15. tables |

- b. For this part of the drill give the following sentences and have the class repeat:

I have five books. Who has another?

Point out that in a case like this we may use another without a following noun.

Give a word from the list in a. above; an individual student uses it in place of books in the sentence of b. above, and then asks the question.

Drill 15. - Question - Answer

Give a phrase; S₁ uses it in the blank space to complete this sentence, and then asks a question, as follows:

I have Do you have the others?

S₂ answers as follows:

Yes, I do. I have another for your brother too.

Reverse the roles of the two students in the middle of the drill.

- | | |
|------------------------|-----------------------------|
| 1. two green pencils | 11. three old clocks |
| 2. five red apples | 12. two large tables |
| 3. six gold pens | 13. five new notebooks |
| 4. three good pictures | 14. four small fans |
| 5. four long rulers | 15. nine good examples |
| 6. seven black books | 16. twenty calendars |
| 7. three new desks | 17. five gold pencils |
| 8. five brown bags | 18. two red lights |
| 9. ten big oranges | 19. three expensive watches |
| 10. eight large chairs | 20. four blue umbrellas |

Drill 16. - Question - Answer

Give a word; S₁ uses the word in the blank space to complete this question:

Whose is this?

S₂ uses the same word in the blank spaces to complete these sentences:

That's our Do they have their?

Reverse the roles of the two groups in the middle of the drill.

- | | | |
|------------|-----------|-----------------|
| 1. pen | 8. car | 15. light |
| 2. picture | 9. board | 16. money |
| 3. pencil | 10. clock | 17. exam |
| 4. ruler | 11. desk | 18. calendar |
| 5. bag | 12. chair | 19. airplane |
| 6. watch | 13. fan | 20. notebook |
| 7. engine | 14. table | 21. thermometer |

Drill 17. - Substitution

For this drill divide the class into two groups.
Give a word; Group A uses it to complete this sentence:

He doesn't have any

Drill 18. - Question - Answer

Ask students to give complete answers to the following questions:

1. What's the matter? Do you have a headache?
2. Where are you going?
3. Were you at school yesterday?
4. Is this school better than that school?
5. Is your friend at the Department of Petroleum?
6. Where were you last night?
7. How is the weather today? How was it yesterday?
8. How old are you? How old were you in 1960?
9. Is Ali in front of you or behind you?
10. How many books do you have?
11. How many books does he have?
12. Do you have another pencil?
13. I am going to the store. Where are you going?

LESSON SEVENTEEN

I DIALOG

Reading A Newspaper

Ali, were you at the post office yesterday?

Yes, I was. There wasn't anything for you, but I was lucky.

Were those two newspapers in the mail?

Yes, they were. And there was another newspaper too. Here it is.

Oh, it's an English newspaper, isn't it?

That's right. Can you read English newspapers?

I can't read all the words, but I can read some.

Good! What's this under the picture. Read it for me.

I can't read it now. I don't have time. Give it to me tomorrow.

All right. Maybe we can read it together.

II PRONUNCIATION

Drill 16. - r

room	dirty	car
read	green	there
write	brown	where
red	gray	here
rainy	eraser	your
ruler	airplane	star
relative	short	far

- Give the words of the first column; class listens.
- Give the words of the first column; class repeats.
- Follow the same procedure with the words of the other two columns.
- Point out that English r is quite unlike Arabic r, which is more consonant than vowel. English r is pronounced with the tip of the tongue turned back toward the palate, and the lips are slightly rounded as in red and rat. Some children fail to turn their tongue tip back, producing w instead of r: wed, wat.

Note to the teacher: Keep in mind that Arabic r is produced by tapping the tip of the tongue once quickly behind the upper teeth. Arabic r is a tongue flap like r in Spanish or Italian caro. To help students produce American r ask them to pronounce Arabic flap r, and turn the tongue back to the roof of the mouth. Then ask them to round their lips and continue to pronounce r. This will approximate the American r. Arab students have a tendency not to round their lips in the pronunciation of r.

- e. Give the words of each column again; class repeats.
f. Give the following sentences; class repeats.

1. Where is your car?
2. The rat ran around the room.
3. I'm reading your red book.
4. The ruler is near the eraser.
5. It's not very far from here.

III VOCABULARY

(No Material)

IV DRILLS

Drill 1. - Transformation

Call the attention of the class to the following:

Simple questions with was and were are formed like
simple questions with am, is and are.

Give a sentence; the class changes it to a simple question. Then
give the correct question and have the class repeat.

Examples: T: He was a student.
C: Was he a student?

T: They were at the restaurant yesterday.
C: Were they at the restaurant yesterday?

1. He was a secretary.
2. It was hot yesterday.
3. She was here this morning.
4. I was fat last summer.
5. Those men were strong.
6. The other books were red.
7. We were at home yesterday.
8. You were a wonderful friend.
9. That engine was useless.
10. Those exams were important.
11. Those airplanes were bigger.
12. That was his pen.
13. My friend was at the bank.
14. Salma was sick last night.
15. We were at the cinema last week.
16. There was another bag at home.
17. Those girls were beautiful.
18. It was dusty yesterday morning.
19. There were three books on the desk.
20. I was in the city last month.

Drill 2. - Question - Answer

Ask a question; S₁ gives a negative answer. Then S₂ gives a further answer, as in the example and adds either.

Reverse the roles of the two students in the middle of the drill.

Example: T: Was he at home?

S₁: No, he wasn't at home.

S₂: His friends weren't at home either.

1. Was he at home?
2. Was he at school?
3. Was he at work?
4. Was he in the airplane?
5. Was he in the room?
6. Was he in the car?
7. Was he in the city?
8. Was he here?
9. Was he there?
10. Was he behind the door?
11. Was he near the wall?
12. Was he under the window?
13. Was he at the store?
14. Was he at the hospital?
15. Was he at the post office?
16. Was he at the garage?
17. Was he at the restaurant?
18. Was he at the Department of Petroleum?
19. Was he at the swimming pool?
20. Was he at the bank?
21. Was he at the lab?
22. Was he at the Department of Health?
23. Was he at the police station?
24. Was he at the Department of Education?

Drill 3. - Transformation

Ask students to change to the past:

Examples: T: He's sick today.

S: He was sick yesterday.

T: Are they at the bank?

S: Were they at the bank?

T: It isn't an expensive car.

S: It wasn't an expensive car.

1. He's weak today.
2. It's four o'clock.
3. The students aren't here.
4. Those desks are new.
5. Is it windy today?

6. She isn't healthy.
7. We aren't new students.
8. I am his teacher.
9. Are those his pictures?
10. Is that your book?
11. They are at home.
12. You are a clerk.
13. It isn't half past four.
14. Are you a secretary?
15. It isn't at the post office.
16. I am not here on Friday.
17. Isn't it near the wall?
18. We aren't at the swimming pool.
19. Aren't they at the tennis court?
20. He's at the Department of Petroleum.
21. It isn't a clean street.
22. Are they at the greenhouse?
23. I am your friend.
24. This girl isn't beautiful.

Drill 4. - Substitution

- a. Ask a question; the class answers as in the example.

Example: T: Was he a bad clerk?
S: No, he wasn't. He was a wonderful clerk.

For the questions, use the following in place of clerk:

student	neighbor	man	cousin
friend	secretary	relative	father
teacher	uncle	boy	grandfather

- b. Follow the directions of a. above, but according to the following example:

Example: T: Was it a new floor?
S: No, it wasn't. It was an old floor.

For the questions, use the following in place of floor:

room	picture	engine	fan
ceiling	calendar	board	chair
door	ruler	airplane	light

- c. Follow the directions of a. above, but according to the following example:

Example: T: Were they cheap pencils?
S: One pencil was cheap but the others were expensive.

For the questions, use the following in place of pencils:

books	watches	notebooks	tables
clocks	pens	chairs	umbrellas
cars	engines	desks	bags

Drill 5. - Repetition

- a. Write the following sentence on the board; then give the sentence and have the class repeat:

He was born in 1945.

Point out that in English we do not have one word to express the fact of a past birth but we use the expression was born or were born. Point out also that the subject of the sentence determines the use of was or were, as in previous exercises.

Give the following examples and have the class repeat:

I was born in 1945.	We were born in 1945.
He was born in 1945.	You were born in 1945.
She was born in 1945.	They were born in 1945.
It was born in 1945.	
You were born in 1945.	

- b. Have each student say the following sentence, giving the year in which he was born:

I was born in

- c. For this part of the drill divide the class into two groups. Give a year; Group A uses it to complete this sentence:

They were born in

Group B uses the same year to complete this sentence, and adds too.

We were born in too.

Example: Teacher: 1943 (nineteen forty-three)
Group A: They were born in 1943.
Group B: We were born in 1943 too.

1. 1942	8. 1948	15. 1900
2. 1905	9. 1940	16. 1919
3. 1910	10. 1950	17. 1949
4. 1945	11. 1920	18. 1912
5. 1925	12. 1928	19. 1927
6. 1906	13. 1939	20. 1933
7. 1936	14. 1916	21. 1901

Drill 6. - Question - Answer

Call the attention of the class to the fact that the question word WHEN is used to ask about time.

Give the following sentence and have the class repeat:

When was he born?

Call the attention of the class to the order of words after When.

- a. S₁ asks this question:

When was he born?

Give a month of the year; S₂ uses to complete this sentence:

He was born in

Reverse the roles of the two students in the middle of the drill.

- | | |
|--------------|--------------|
| 1. July | 9. April |
| 2. December | 10. June |
| 3. May | 11. November |
| 4. September | 12. August |
| 5. February | 13. January |
| 6. January | 14. October |
| 7. March | 15. December |
| 8. October | 16. February |

- b. Give a day of the week; one student says:

I was born on Monday, wasn't I?

A second student answers:

Yes, you were. You were born on Monday.

Continue in this way through the class. Point out that the pattern for tail question and short answer follows the pattern we used for is and are.

- | | | |
|--------------|--------------|---------------|
| 1. Friday | 6. Saturday | 11. Wednesday |
| 2. Wednesday | 7. Monday | 12. Sunday |
| 3. Tuesday | 8. Friday | 13. Friday |
| 4. Sunday | 9. Tuesday | 14. Saturday |
| 5. Thursday | 10. Thursday | 15. Friday |

Drill 7. - Question - Answer

Give a date; S₁ uses it in the blank space to complete this question:

Were they born on

S₂ gives a short negative answer, and then makes a statement using the same date in the blank space and stressing We:

No, they weren't. We were born on

Example: T: December first

S₁: Were they born on December first?

S₂: No, they weren't. We were born on December first.

- | | |
|-------------------------|----------------------------|
| 1. December first | 11. September fifteenth |
| 2. March twelfth | 12. June twenty-fifth |
| 3. August fifteenth | 13. November fourteenth |
| 4. January second | 14. January sixth |
| 5. April twentieth | 15. November twenty-third |
| 6. November third | 16. October fourth |
| 7. October twenty-fifth | 17. February twenty-eighth |
| 8. May thirty-first | 18. April nineteenth |
| 9. February eighth | 19. August fifth |
| 10. July thirtieth | 20. December twentieth |

Drill 8. - Substitution

Give a time expression; S₁ uses it, with in or on as needed, to complete this sentence:

You were born

S₂ uses the same preposition and time expression in the blank space to complete this sentence:

She was born too.

Examples: T: July

S₁: You were born in July.

S₂: She was born in July too.

T: May fourth

S₁: You were born on May fourth.

S₂: She was born on May fourth too.

Reverse the roles of the two students in the middle of the drill.

- | | |
|------------------|----------------------------|
| 1. June | 11. 1951 |
| 2. Friday | 12. December |
| 3. Sunday | 13. December twenty-fourth |
| 4. April | 14. April twentieth |
| 5. May sixth | 15. 1946 |
| 6. January fifth | 16. Wednesday |
| 7. Tuesday | 17. July twelfth |
| 8. 1947 | 18. November |
| 9. March ninth | 19. Monday |
| 10. Thursday | 20. May |

Drill 9. - Addition

Remind the class of the observation made in Drill 2 b. above: with was and were the pattern for tail question and short answer follows the pattern we have used for is and are.

Give a statement; the class repeats the statement, adds a tail question and gives the short answer. Then give the correct sentences and have the class repeat.

1. The boys were here,
2. It was hot last summer,
3. You were not in London,
4. This girl was born in May,
5. John was born in 1946,
6. He was at the garage,
7. We weren't at home,
8. You weren't born on Monday,
9. It was cool this morning,
10. They were at the hospital,
11. We weren't at school yesterday,
12. He was at the Department of Petroleum,
13. He wasn't here at quarter past nine,
14. She was at the store last night,
15. The boys were at the bank last night,
16. I wasn't here yesterday morning,
17. They were in class at ten to eleven,
18. Their brother wasn't born in May,
19. You were at the restaurant yesterday,
20. It wasn't on August fifth,

Drill 10. - Repetition

- a. Give each of the following verbs twice; the class repeats. The students have already had these verbs, either in the dialogs or in the commands.

thank	stand	look
write	sit	change
see	stop	put
close	study	ask
open	repeat	take
listen	spell	read
learn	give	

- b. Give this model sentence and have the class repeat it:

Model sentence: I can thank the secretary.

Point out that in the above sentence can is used to mean ability, and that it has this meaning in the following drills. Can may also be used to mean permission.

Ask students to substitute for thank and the secretary the following items:

Example: T: write his name.
S: I can write his name.

1. see the teacher
2. close my book
3. open the window
4. listen to the radio
5. sit by the wall
6. stop the engine
7. study this book
8. stand near the greenhouse
9. repeat the answer
10. spell that word

c. Give this model sentence and have the class repeat it:

Model sentence: They can see the picture.

Give a verb and an expression; the class substitutes them for see and the picture.

Example: T: give the answer
S: They can give the answer.

1. spell these words
2. look here
3. change the old chairs
4. ask the question
5. read this book
6. put the book on the table
7. take the new thermometer
8. learn his name
9. open their books
10. close the door

Call the attention of the class to the fact that can is used with both singular and plural subjects.

Have individual students substitute he and we for they in exercise c. above.

Drill 11. - Substitution

Call the attention of the class to the fact that the negative of can is can't or cannot.

Give this model sentence and have the class repeat:

Model sentence: I can't open the window.

Students substitute for I of the following items:

- | | |
|------------------|---------------------|
| 1. we | 11. the secretary |
| 2. the boys | 12. his clerk |
| 3. my father | 13. her grandmother |
| 4. Nancy | 14. this student |
| 5. he | 15. you |
| 6. the two girls | 16. those women |
| 7. they | 17. my friend |
| 8. John | 18. his sister |
| 9. the men | 19. the teacher |
| 10. she | 20. their neighbor |

Drill 12. - Transformation

Call the attention of the class to the fact that in English an affirmative command or request begins with a verb, which doesn't change, whether it is directed to one or to many individuals.

- a. Give a command; S₁ repeats the command. Then S₂ replies as in the example.

Example: T: Thank the clerk.

S₁: Thank the clerk.

S₂: I can't thank the clerk.

- | | |
|-----------------------|--------------------------|
| 1. Sit by the door. | 6. See the teacher. |
| 2. Open the window. | 7. Stand near the table. |
| 3. Write his name. | 8. Change the time. |
| 4. Repeat the answer. | 9. Spell the words. |
| 5. Ask the secretary. | 10. Close the door. |

- b. Reverse the roles of the two students for this part of the drill.

Drill 13. - Writing

(No Material)

Drill 14. - Transformation

Students change the following sentences to the past:

Examples: T: Is he a secretary?

S: Was he a secretary?

T: She isn't my friend.

S: She wasn't my friend.

For uniformity, the contracted forms wasn't and weren't should be used in negative statements.

1. Are you a clerk?
2. Is he a teacher?
3. Is it a big animal?
4. Are these answers good?
5. Are those men neighbors?
6. Is that another bag?
7. Is he here in May?
8. Are we good friends?
9. Is there a meeting?
10. Are they at work?
11. I'm not very healthy.
12. She isn't at home.
13. They aren't my notebooks.
14. We aren't fat.
15. He isn't at the cafeteria.
16. The others aren't here today.
17. The pictures aren't beautiful.
18. The other books aren't black.
19. It isn't hot this evening.
20. Your brother isn't at school.

Drill 15. - Transformation

Students change the following sentences to the negative:

Examples: T: I was born in July.
S: I wasn't born in July

T: We were born on Friday.
S: We weren't born on Friday.

1. I was born in November.
2. He was born on Sunday.
3. They were born in 1900.
4. We were born in August.
5. It was born on Monday.
6. You were born on May sixth.
7. He was born in 1938.
8. I was born in March.
9. They were born on Tuesday.
10. You were born in 1951.
11. They were born on January thirty-first.
12. You were born on Wednesday.
13. I was born on October eighth.
14. We were born in 1935.
15. She was born on June twentieth.
16. They were born on Thursday.
17. You were born in February.
18. He was born on September fifteenth.
19. She was born in 1944.
20. We were born in December.

b. Students change the following to simple questions:

Examples: T: I was born in July.
S: Was I born in July?

T: We were born on Friday.
S: Were we born on Friday?

For this part of the drill, the sentences of a. above are used.

Drill 16. - Variable Substitution

Base sentence: I was born in 1946.

- | | | |
|--------------|------------------|---------------|
| 1. you | 9. 1910 | 17. she |
| 2. question | 10. July tenth | 18. statement |
| 3. Wednesday | 11. Saturday | 19. question |
| 4. February | 12. statement | 20. Thursday |
| 5. statement | 13. they | 21. you |
| 6. he | 14. negative | 22. statement |
| 7. negative | 15. August fifth | 23. it |
| 8. we | 16. August | 24. they |

Drill 17. - Review

a. Pronunciation. Drill 16

1. The student listens and repeats the words of each column.
2. The student listens and repeats the sentences.

b. Dialog

1. Student listens to the dialog.
2. Student listens and repeats the words of each speaker.

LESSON EIGHTEEN

I DIALOG

Good afternoon

Good afternoon

Where are you going?

I am going to my English class.

Is it a good class?

Yes, it's very good.

Can you write your name
in English?

I can write my first name, but
I can't spell my last name.

Where do you work, ...?

I work at the Department of
Education.

Do you like your work?

Yes, I like it very much.

II PRONUNCIATION

Drill 17. - n vs. ŋ

kin	king
sin	sing
ban	bang
ran	rang
sun	sung
run	rung
thin	thing
tan	tang

- Give words of first column; class listens.
- Give words of first column; class repeats.
- Follow same procedure for words of second column.
- Give each minimal pair; class repeats.
- Note: n is a very difficult sound for Arab students. Since there is no corresponding ŋ sound in Arabic, Arab students tend to produce it as though it were a consonant cluster ng.

Point out that the sound n is pronounced with the tongue on the ridge of the teeth: ŋ is pronounced with the back of the tongue touching the velum. Demonstrate with a facial diagram.

- Give each minimal pair again; class repeats.
- Give a word; class writes 1 or 2 to correspond to n or ŋ respectively.
- Give a word; e.g., kin; have students give the corresponding word with the ŋ sound, king.
- Give the following words; class repeats.

cleaning	writing	closing	opening	reading
going	walking	playing	doing	bringing

j. Give the following sentences; class repeats.

1. He can bring the ring to the king.
2. Is she studying or playing?
3. She's singing a song.
4. They're hurrying and bringing something.
5. Why are you ringing and banging?

III VOCABULARY

Give each of the following verbs twice; the class listens and repeats.

play	bring	come	sleep
go	begin	wash	say
help	use	carry	buy
walk	find	eat	watch
start	do	hurry	work

IV DRILLS

Drill 1. - Transformation

- a. Give a command; S₁ repeats the command. S₂ replies as in the example.

Example: T: Work at the post office.

S₁: Work at the post office.

S₂: I can't work at the post office.

- | | |
|--------------------------|------------------------|
| 1. Walk near the wall. | 8. Bring the books. |
| 2. Start the car. | 9. Help the old woman. |
| 3. Begin this drill. | 10. Carry the engine. |
| 4. Use those words. | 11. Play tennis. |
| 5. Find the watch. | 12. Do the example. |
| 6. Go on Monday. | 13. Wash the window. |
| 7. Come at five o'clock. | 14. Eat the apples. |

- b. Give a command from a. above; Group A repeats the command. Group B replies as in this example:

Example: Teacher: Work at the post office.

Group A: Work at the post office.

Group B: We can't work at the post office.

Drill 2. - Substitution

Give these sentences and have the class repeat:

You can see the airplane.

Can you see the airplane?

Call the attention of the class to the word order in a question with can. Point out also that the short answer to the above question is: Yes, I can or No, I can't.

- a. Give an expression; S_1 uses it in the blank space to complete this question:

Can you?

S_2 gives a negative short answer:

No, I can't.

- | | |
|---------------------------|--------------------------|
| 1. buy an expensive watch | 8. watch the boys |
| 2. see the new airplane | 9. use the gold pen |
| 3. say those words | 10. buy a car |
| 4. sleep at eight o'clock | 11. hurry |
| 5. eat here | 12. come on Friday |
| 6. wash the car | 13. walk behind the desk |
| 7. carry those pictures | 14. go at half past six |

- b. Give an expression from a. above; S_1 uses it in the blank space to complete this question:

Can he?

S_2 gives a negative short answer:

No, he can't.

Drill 3. - Transformation

Call the attention of the class to the following:

A negative command always begins with Don't. The simple form of the verb follows Don't.

Give the following negative commands and have the class repeat:

Don't go there.
Don't eat that orange.
Don't sit by the door.
Don't read this book.

For this drill, give an affirmative command; the class changes it to the negative, as in this example:

Example: T: Go there.
S: Don't go there.

- | | |
|------------------------|------------------------------|
| 1. Thank the man. | 8. Bring your brother. |
| 2. Help your neighbor. | 9. Begin at nine o'clock. |
| 3. Start the engine. | 10. Carry the books. |
| 4. Use the desk. | 11. Watch the secretary. |
| 5. Come here tomorrow. | 12. Wash the car. |
| 6. Eat that orange. | 13. Sleep in the greenhouse. |
| 7. Buy another watch. | 14. Stand near the window. |

- | | |
|-------------------------|----------------------------------|
| 15. Close your book. | 18. Find the answer. |
| 16. Read the newspaper. | 19. Sit in front of the teacher. |
| 17. Change the light. | 20. Go at night. |

Drill 4. - Substitution

For this drill divide the class into two groups.

- a. Give an expression; Group A uses it in the blank space to complete this question:

Can we?

Group B gives an affirmative short answer:

Yes, you can.

- | | |
|-----------------------------|-----------------------------|
| 1. eat here | 8. buy an airplane |
| 2. sleep in this room | 9. bring our friends |
| 3. stand near the door | 10. begin the exam |
| 4. see the picture | 11. sit in the other chairs |
| 5. start the engine | 12. ask the clerk |
| 6. open the other window | 13. come in the morning |
| 7. have another thermometer | 14. give our answers |

- b. Reverse the roles of the two groups.

Give an expression; Group B uses it in the blank space to complete this question:

Can they?

Group A gives an affirmative short answer:

Yes, they can.

- | | |
|-------------------------|--------------------------|
| 1. help their father | 8. find the answer |
| 2. carry that big table | 9. come at night |
| 3. study in this room | 10. write their names |
| 4. begin tomorrow | 11. hurry |
| 5. go on Sunday | 12. sit in this room |
| 6. use their books | 13. read the thermometer |
| 7. do their homework | 14. stop the engine |

Drill 5. - Question - Answer

Ask a question; a student gives a full negative answer, as in the examples.

Examples: T: Can he go in the afternoon?
 S: No, he can't go in the afternoon.
 T: Can we read those books?
 S: No, you can't read those books.

1. Can he buy this watch?
2. Can they come at night?
3. Can I begin on Friday?
4. Can she bring her bag?
5. Can they watch TV?
6. Can he answer the question?
7. Can I find the book?
8. Can it carry this table?
9. Can we find our books?
10. Can she help her mother?
11. Can you sit in this small chair?
12. Can we walk near the swimming pool?
13. Can they eat at the restaurant?
14. Can you spell this word?
15. Can they find the money?
16. Can I use this thermometer.
17. Can he come in May?
18. Can it eat oranges?
19. Can we come tomorrow?
20. Can we begin at half past ten?

Drill 6. - Addition

Students add tail questions to the following statements.

Examples: He can buy this watch, can't he? Yes, he can.

They can't find the book, can they? No, they can't.

Draw the attention of the class to the patterns used for tail questions and short answers with can and can't.

1. He can sit there,
2. She can change her bag,
3. I can study tomorrow,
4. We can open the windows,
5. They can sleep at home,
6. You can spell that word,
7. He can write his name,
8. She can come on Tuesday,
9. They can see their car,
10. You can ask the teacher,
11. I can't bring my friends,
12. He can't stop the engine,
13. They can't eat those oranges,
14. We can't begin the drill,
15. She can't help her brother,
16. You can't wash the windows,
17. We can't find the answers,
18. He can't change the time,
19. They can't go in June,
20. She can't carry that desk,

Drill 7. - Writing

(No Material)

Drill 8. - Written

Call the attention of the class to the following:

The purpose of this and other similar drills to come is to familiarize the student with examination procedures that will be needed later in the course. It is necessary that the students understand the instructions that precede each of these drills. Individual students will be called on.

Fill in the blanks. Use the word on the left to fill the blank space and make a good sentence. Use A, AN, or THE if necessary.

Examples: (book) He can buy some today.
Student: He can buy some books today.

(door) Close
Student: Close the door.

- | | |
|-------------------|---|
| 1. (book) | He can read some today. |
| 2. (orange) | I can't eat any |
| 3. (pencil) | They can use red |
| 4. (board) | Write this word on |
| 5. (animal) | Can you see there. |
| 6. (fan) | There is in this room. |
| 7. (example) | He can give two |
| 8. (pen) | She can't find another in the office. |
| 9. (umbrella) | There is on the floor. |
| 10. (evening) | Don't go there in |
| 11. (chair) | Can you carry two? |
| 12. (door) | Open |
| 13. (money) | Can we change some? |
| 14. (thermometer) | There is on the table. |
| 15. (floor) | Don't sit on |

Drill 9. - Question - Answer

Inform the class that this drill introduces the present continuous tense.

Say: "I am walking now," and demonstrate the meaning by walking as you speak. Do the same with: "I am sitting now"; "I am standing now"; "I am cleaning the board now."

- a. Address an individual student and say: "Walk near the door." The student walks near the door and says while he is walking, "I am walking near the door now."

Follow the same procedure with other individual students, using these commands:

1. Open the door.
2. Walk in front of the desk.
3. Clean the board.
4. Stand near the window.
5. Take this book.
6. Walk in the room.
7. Bring your book.
8. Go near the door.
9. Take this notebook.
10. Write on the board.

- b. Address an individual student and say: "Walk near the window." While the student is walking slowly near the window, ask and answer: "What's he doing? He's walking near the window." Repeat question and answer twice. Then ask the question a third time and have the class answer: "He's walking near the window."

For the drill, divide the class into two groups. Give a command to an individual student; as he is obeying the command Group A asks:

What's he doing now?

Group B uses the -ing form of the verb of the command and answers:

He's now.

Example: Teacher: Write on the board.

Group A: What's he doing now?

Group B: He's writing on the board now.

1. Close the door.
2. Stand near the desk.
3. Open your book.
4. Read your book.
5. Study your lesson.
6. Watch the teacher.
7. Put the books on the desk.
8. Bring your pencil.
9. Carry your bag.
10. Take the books.

Reverse the roles of the two groups and do the drill again. Call the attention of the class to the following:

1. We usually add ing to the verb to make the ing form, e.g.,

open-opening
ask-asking
2. However, there are two groups of verbs that have irregular spellings:

- a. Verbs that drop final e, before adding ing, e.g.,

write-writing	give-giving
close-closing	come-coming
change-changing	use-using
take-taking	

- b. Verbs that double the final consonant before adding ing, e.g.,

sit-sitting	stop-stopping
put-putting	begin-beginning

Drill 10. - Transformation

Give these two sentences and have the class repeat:

He is closing the window.
Is he closing the window?

Call the attention of the class to the word order of a question with the present continuous. Point out also that the short answer to the above question is Yes, he is or No, he isn't.

For the drill, give a statement; the class changes it to a simple question.

1. He is opening the door.
2. She is buying a new bag.
3. I am writing the answers.
4. They are working in that office.
5. They are cleaning the room.
6. We are watching TV.
7. He is going home.
8. She is helping the teacher.
9. You are listening now.
10. He is bringing some books.
11. The boys are sleeping.
12. She is washing her car.
13. The students are doing the drill.
14. I am eating an apple.
15. The clerks are using that room.
16. They are taking the car.
17. I am going on Monday.
18. You are doing your homework.
19. He is carrying a big bag.
20. We are beginning the class.

Drill 11. - Answer - Question

Call the attention of the class to the following:

1. In this drill, each sentence is an answer to a question.
2. The underlined words suggest the question words to be used.
3. When the teacher gives a sentence, an individual student looks at the underlined words and then asks the question.

Example: T: He is washing his car.
S: What is he washing?

1. Ali is opening the book.
2. He is carrying the pictures.
3. I am standing near the door.
4. She is eating an orange.
5. She is writing her name.
6. He is playing at school.
7. They are using our books.
8. We are listening.
9. I am buying some apples.
10. We are going on Friday.
11. He is taking Salim's book.
12. I am reading now.
13. The boys are studying at home.
14. My father is sleeping in his room.
15. They are learning the new words.
16. The girl is working at the post office.
17. He is buying three new cars.
18. He is helping John's friend.
19. Her brother is sitting in that chair.
20. The boy is cleaning the floor.

Drill 12. - Comprehension and Reading

For the first parts of this drill, books should be closed. Students should be directed to pay very close attention to the reading of the paragraph, so they will be able to answer questions about what they have heard.

Read the following paragraph to the class slowly, clearly, and carefully; the class listens. After the first reading, explain the meanings of the underlined words and write these new words on the board.

Then read the paragraph a second time, clearly and distinctly, but at a normal speed; the class listens.

Abu Dhabi

Abu Dhabi is a small country. It has wonderful people, but it doesn't have many large cities. Some important cities are Al-Ein and Abu Dhabi. There are other important cities too. Many people live in the cities. The government is in Abu Dhabi. Some places in Abu Dhabi are very new, and others are very old.

After the second reading, ask the following questions of individual students, to check their understanding of the paragraph. Direct the students to give full, complete answers.

1. Is Abu Dhabi a small country or a big country?
2. Does it have many large cities?
3. Is Al-Ein an important city?
4. Is Abu Dhabi an important city?

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5. Where do many people live?
6. Where is the government?
7. Are all the places in Abu Dhabi very new?
8. Some places are very old, aren't they?

After the students have answered the questions, read the paragraph a third time. Have the students open their books and read along softly with you. Then call on a few individual students and have each read some sentences of the paragraph.

Drill 13. - Substitution

For this drill the class is divided into two groups.

- a. When Group A hears an expression it uses it in the blank space to complete this question:

Can she?

Group B gives an affirmative short answer:

Yes, she can.

1. help her mother
2. use those books
3. open another window
4. bring her friend
5. close the other window
6. ask the secretary
7. see the teacher
8. give her answer
9. buy an umbrella
10. find the bank
11. have some apples
12. stand near the door
13. learn those words
14. come on Saturday

- b. S₁ hears an expression, he uses it in the blank space to complete this question:

Can I?

S₂ gives a negative short answer:

No, you can't.

1. carry that bag
2. go in July
3. begin on Monday
4. wash the car
5. sleep in that room
6. eat an orange
7. bring my sister

8. start the engine
9. walk near the window
10. see those pictures
11. read another book
12. sit behind the teacher
13. stand near my friend
14. study at the swimming pool

Drill 14. - Addition

- a. When the student hears a sentence, he answers as in the example:

Example: T: He can help the students.
S: I can help the students too.

1. He can come on Wednesday.
2. He can write those words.
3. He can eat ten apples.
4. He can give the answers.
5. He can carry fifty books.
6. He can use that money.
7. He can do the homework.
8. He can study at home.
9. He can buy a fan.
10. He can stop the car.
11. He can come in the afternoon.
12. He can read the newspaper.
13. He can learn the new words.
14. He can work at the restaurant.

- b. When the student hears a sentence, he answers as in the example:

Example: T: They can't close the windows.
S: We can't close the windows either.

1. They can't write the names.
2. They can't find the table.
3. They can't give an example.
4. They can't close the windows.
5. They can't carry the chair.
6. They can't bring that animal.
7. They can't sleep at night.
8. They can't buy that car.
9. They can't come in May.
10. They can't start the engine.
11. They can't help that boy.
12. They can't change the time.
13. They can't play at night.
14. They can't ask the clerk.

Drill 15. - Question - Answer

- a. When the student hears a command, he uses the ing form of the verb of the command and replies as in this example, stressing am:

T: Clean the board.
S: I am cleaning the board.

1. Write the new words.
2. Do the homework.
3. Wash the car.
4. Watch the teacher.
5. Go home.
6. Help the old man.
7. Study English.
8. Eat now.
9. Sit down.
10. Close the books.
11. Carry those chairs.
12. Learn those words.
13. Start those engines.
14. Begin the drill.
15. Buy some thermometers.
16. Bring the books.
17. Work at the office.
18. Use those rulers.
19. Ask the secretary.
20. Read the newspaper.

- b. The student follows the direction of the first part of the drill, but according to this example, and stressing are:

T: Clean the board.
S: We are cleaning the board.

The commands of a. are used for this part of the drill.

Drill 16. - Substitution

When S₁ hears a verb, he uses the ing form of the verb, in the blank space, to complete this statement:

He's now.

S₂ uses the ing form of the same verb to complete this question:

Are they now too?

Example: T: Work

S₁: He's working now.

S₂: Are they working now too?

- | | | |
|-----------|----------|-----------|
| 1. play | 8. ask | 15. hurry |
| 2. write | 9. read | 16. sleep |
| 3. listen | 10. go | 17. watch |
| 4. stand | 11. come | 18. wash |
| 5. sit | 12. help | 19. begin |
| 6. study | 13. walk | 20. learn |
| 7. repeat | 14. eat | 21. work |

Drill 17. - Review - Pronunciation

- a. The student listens and repeats the words with the n sound.
- b. The student listens and repeats the words with the n sound.
- c. The student listens and repeats the minimal pairs.
- d. The student listens and repeats the sentences.

Drill 18. - Review - Dialog

- a. Take the part of one speaker and do the dialog with the class.
Then reverse roles.
- b. Divide the class into two groups and have them to do the dialog.
- c. Take the part of one speaker and do the dialog with individual students.

LESSON NINETEEN

I DIALOG

(No Material)

II PRONUNCIATION

Drill 18. - ə r

burn	father
bird	mother
shirt	silver
turn	December
first	picture
dirt	calendar
Turk	either

- Give the words of the first column; class listens.
- Give the words of the first column; class repeats.
- Follow the same procedure with the words of the second column.
- To help the students pronounce ər, ask them to start with ə, and then raise only the tip of the tongue, but not to touch the top of the mouth. The middle of the tongue should be kept in the position for ə. The lips are slightly rounded for the pronunciation of ər.
- Give the words of each column again; class repeats.
- Give the following sentences; class repeats.
 - The doctor is near my father.
 - The letter is under the picture.
 - It was neither on Thursday nor on Saturday.
 - The woman wrote her sister a letter.
 - The girl is learning the words.

III VOCABULARY

Give each of the following words twice; class repeats:

- | | | |
|--------------|--------------|---------------|
| 1. look | 8. farmer | 15. cook |
| 2. should | 9. servant | 16. judge |
| 3. doctor | 10. mechanic | 17. tailor |
| 4. lawyer | 11. soldier | 18. barber |
| 5. carpenter | 12. dentist | 19. policeman |
| 6. mechanic | 13. engineer | 20. officer |
| 7. grocer | 14. painter | 21. fisherman |
| | | 22. operator |

IV DRILLS

Drill 1. - Substitution

Point out that the plural of the previous nouns is formed by adding s, except for policeman-policemen, and fisherman-fishermen.

- b. For this part of the drill divide the class into two groups.
Group A asks this question:

What is he?

Give a word from Vocabulary; Group B uses it to complete this sentence:

He's a/an

Reverse the roles of the two groups in the middle of the drill.

Drill 2. - Substitution

Give a word from the list in vocabulary; S₁ uses it to complete this question:

Isn't that man a/an?

S₂ gives a short negative answer, and then uses the plural of the given noun to complete a second sentence:

No, he isn't. His brothers are

Example: T: lawyer

S₁: Isn't that man a lawyer?

S₂: No, he isn't. His brothers are lawyers.

Drill 3. - Question - Answer

When S₁ hears a statement, he asks a question, beginning Where
Then S₂ hears an expression and uses it in his answer, as in these examples:

Examples: T: Ali is sleeping.

S₁: Where is Ali sleeping?

T: in his room

S₂: Ali is sleeping in his room.

The two roles of the two students are reversed in the middle of the drill. For uniformity, contractions are not to be used.

- | | |
|--------------------------------|----------------------|
| 1. The servants are cleaning. | at the hospital |
| 2. Our teacher is waiting. | near the door |
| 3. He is walking. | near the greenhouse |
| 4. The carpenters are working. | at the post office |
| 5. The soldiers are standing. | by the wall |
| 6. His brother is reading. | in my room |
| 7. They are eating | at the restaurant |
| 8. The children are sleeping. | at home |
| 9. He is writing his name. | on the board |
| 10. His father is sleeping | in that room |
| 11. We are going. | there |
| 12. They are playing. | at the swimming pool |

- | | |
|---------------------------------------|--------------------------|
| 13. The mechanic is sitting. | in front of the engineer |
| 14. We are studying. | at school |
| 15. The policeman is writing. | in his book |
| 16. He is listening. | behind the door |
| 17. They are buying some apples. | at the store |
| 18. The Government is opening a bank. | in that city |
| 19. They are changing some money. | at the bank |
| 20. He is watching TV. | at the workshop |

Drill 4. - Substitution

- a. Ask students to substitute for playing the following:

Example: They are playing, but she isn't playing.

- | | | |
|-----------|------------|-----------|
| 1. work | 8. come | 15. sit |
| 2. read | 9. ask | 16. hurry |
| 3. listen | 10. repeat | 17. stand |
| 4. watch | 11. write | 18. go |
| 5. eat | 12. walk | 19. study |
| 6. begin | 13. learn | 20. start |
| 7. help | 14. sleep | 21. look |

- b. The student follows the directions of the first part of the drill but to complete this sentence:

He's, but I'm not

The verbs of a. above are used again.

Drill 5. - Expansion

For this drill divide the class into two groups.

- a. Give an expression; Group A uses the ing form of the verb and the rest of the expression to complete the following:

Look! He's

Group B uses the given expression to complete a negative command:

Don't

Example: Teacher: eat our oranges

Group A: Look! He's eating our oranges.

Group B: Don't eat our oranges.

- | | |
|---------------------|--------------------|
| 1. eat our oranges | 4. wash the floor |
| 2. sleep in class | 5. take the watch |
| 3. start the lesson | 6. use the new pen |

- | | |
|--------------------|-----------------------|
| 7. watch the boys | 11. sit near the fan |
| 8. write the words | 12. take the exam |
| 9. ask the clerk | 13. open the book |
| 10. buy the car | 14. close the windows |

b. For this part of the drill reverse the roles of the two groups.

Follow the directions of the first part of the drill, but according to this example:

Example: Teacher: take the money.
 Group B: Look! They're taking the money.
 Group A: Don't take the money.

- | | |
|----------------------|--------------------------|
| 1. bring his friend | 8. walk near the animal |
| 2. carry the table | 9. read the answer |
| 3. use our office | 10. change the clock |
| 4. give the answers | 11. thank the boy |
| 5. do the drill | 12. work at night |
| 6. begin the exam | 13. play at the hospital |
| 7. come all together | 14. eat green apples |

Drill 6. - Question - Answer

For this drill divide the class into two groups. Ask a question; Group A repeats the question. Then give a word or an expression; Group B uses this to answer, as in the examples. For uniformity, contractions should not be used in the answers. Reverse the roles of the two groups in the middle of the drill.

Examples: Teacher: Who's sleeping there?
 Group A: Who's sleeping there?
 Teacher: Samir
 Group B: Samir is sleeping there.

Teacher: Who's bringing the chairs?
 Group A: Who's bringing the chairs?
 Teacher: The servants
 Group B: The servants are bringing the chairs.

- | | |
|---------------------------------|-----------------|
| 1. Who's using that notebook? | the officer |
| 2. Who's taking this car? | John |
| 3. Who's studying English? | we |
| 4. Who's giving the example? | the teacher |
| 5. Who's watching TV? | the cooks |
| 6. Who's opening the door? | the lawyer |
| 7. Who's using the office? | the officer |
| 8. Who's working in the room? | his secretaries |
| 9. Who's reading the newspaper? | the farmer |
| 10. Who's sitting there? | Ali and Jasim |
| 11. Who's taking his place? | I |
| 12. Who's changing the time? | the government |
| 13. Who's listening? | the soldiers |

- | | |
|----------------------------------|---------------|
| 14. Who's reading the words? | she |
| 15. Who's carrying the bag? | the doctor |
| 16. Who's looking there? | Salim |
| 17. Who's studying in that room? | the girls |
| 18. Who's doing his homework? | her brother |
| 19. Who's sitting by the window? | my friends |
| 20. Who's playing football? | the neighbors |

Drill 7. - Variable Substitution

Follow the procedure of previous drills of this kind.

Base sentence: The boys are playing.

- | | |
|--------------|---------------|
| 1. students | 11. at home |
| 2. question | 12. they |
| 3. student | 13. question |
| 4. statement | 14. statement |
| 5. Ali | 15. you |
| 6. at school | 16. negative |
| 7. at home | 17. she |
| 8. here | 18. I |
| 9. I | 19. statement |
| 10. can | 20. read |

Drill 8. - Written

Instructions: In the blank spaces use IS or ARE and the correct ING form of the verb in brackets, to make a good sentence.

Example: (take) : He his books.
Student: He is taking his books.

- | | |
|-------------|---------------------------------|
| 1. (take) | He ... his books. |
| 2. (read) | I a book now. |
| 3. (sit) | The judges ... in their chairs. |
| 4. (close) | The girls the window. |
| 5. (wash) | My sisters the floor. |
| 6. (use) | You my pen. |
| 7. (eat) | I an orange. |
| 8. (study) | We in this room. |
| 9. (begin) | They a new lesson. |
| 10. (play) | She at home. |
| 11. (stop) | The mechanic the engine. |
| 12. (give) | Our teacher an exam. |
| 13. (go) | We home. |
| 14. (put) | He his books on the table. |
| 15. (come) | It here. |
| 16. (buy) | Our neighbors a black car. |
| 17. (learn) | I the new words. |
| 18. (do) | She her homework. |
| 19. (write) | You the answers. |
| 20. (bring) | They some money. |

Drill 9. - Transformation

Give the following sentences, first the statement and then the negative, and have the class repeat.

I'm writing a letter.	I'm not writing a letter.
He is working at home.	He isn't working at home.
	He is not working at home.
We are playing.	We are not playing.
	We aren't playing.

Point out that for the present continuous, the pattern for changing to the negative follows the pattern we have used for am, is and are.

For the drill, give a statement; the class changes it to the negative, as in the sentences above. For uniformity, the contracted forms isn't and aren't should be used, and I'm not, for the first person.

1. The doctors are sleeping.
2. His mother is coming.
3. Salim is walking.
4. We are going.
5. The carpenters are working.
6. I am reading.
7. You are playing.
8. Her brother is working.
9. The books are coming.
10. Ali is sitting there.
11. The cooks are eating.
12. Those men are watching.
13. The man is studying.
14. The summer is beginning.
15. The lesson is starting.
16. The judge is listening.
17. They are opening the windows.
18. We are hurrying.
19. I am studying.
20. The men are buying cars.

Drill 10. - Addition

Give the following sentences and have the class repeat:

He is working, isn't he? Yes, he is.

They aren't coming, are they? No, they aren't.

Point out that for the present continuous the pattern for tail question and short answer follows the pattern we have used for am, is and are.

Give a statement; the class repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. Ali is sleeping,
2. The painters are working,
3. Your sister is coming,
4. Those boys are studying,
5. The clerk is writing,
6. The class is beginning,
7. They are closing the doors,
8. The tailor is working,
9. The office isn't closing,
10. They aren't listening,
11. That woman isn't washing,
12. You aren't reading,
13. We aren't learning the lesson,
14. The students aren't sitting,
15. I'm not helping,
16. The fishermen are standing,
17. I am walking,
18. The men aren't stopping,
19. She is asking the teacher,
20. We aren't playing,

Drill 11. - Dictation

Briefly explain the procedure:

1. The students are to write a short paragraph, like the paragraphs they have seen in the comprehension and reading exercises.
2. The teacher will read the paragraph once; they listen. Then the teacher will dictate each sentence, and they must write exactly what they hear. The teacher will read the paragraph a third time, stopping after each sentence, to allow them to check their work.
3. The exercise books will be collected by the teacher. After the dictation is corrected, these books will be returned, and the students will write the correct paragraph at home.

Here is the paragraph for dictation:

This is a classroom. The students are sitting down. They are listening to their teacher. He is saying the new words.

Drill 12. - Expansion

Call the attention of the class to the following:

In this drill we introduce should.

Should is always followed by the simple form of the verb.

Like can, should is used with both singular and plural subjects.

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Give the sentences and have the class repeat:

He should study.
I should come.
They should stand here.

For the drill, divide the class into two groups. Give a word or an expression; Group A uses this to complete the sentence:

He should

Group B replies with a statement in the present continuous, using the ing form of the given verb and stressing is:

He is

Example: Teacher: bring his umbrella
Group A: He should bring his umbrella.
Group B: He is bringing his umbrella.

Reverse the roles of the two groups in the middle of the drill.

- | | |
|--------------------------|---------------------------------|
| 1. help the girl | 11. wash his car |
| 2. study | 12. begin the lesson |
| 3. go there | 13. carry the chair |
| 4. walk | 14. do his homework |
| 5. come | 15. play at the field |
| 6. eat at the restaurant | 16. write the answers |
| 7. say the sentence | 17. learn the words |
| 8. hurry | 18. sit in front of the teacher |
| 9. sleep now | 19. repeat the answer |
| 10. bring his umbrella | 20. change the sentence |

Drill 13. - Transformation

- a. Give these sentences and have the class repeat:

Ali should open the window.
Should Ali open the window?

Call the attention of the class to the word order in a question with should. Point out also that the short answer to the above question is: Yes, he should or No, he shouldn't.

Give a statement; the class changes it to a simple question, as in the example above.

1. I should stand by the wall.
2. Frank should be in his room.
3. They should bring some money.
4. We should take an umbrella.
5. You should do your homework.

6. The girls should wash the floor.
7. The barber should work.
8. The cook should clean the room.
9. They should be at home.
10. The man should bring his bag.
11. He should come on Tuesday.
12. The fat man should walk.
13. She should work at the bank.
14. We should watch TV.

- b. Call the attention of the class to the fact that the negative of should is shouldn't or should not.

Give the sentences of a.; the class changes them to the negative, using the contracted form shouldn't.

Example: T: Ali should open the window.
S: Ali shouldn't open the window.

Drill 14. - Addition

The student hears the following sentences and repeats them:

The student should write the word, shouldn't he?
Yes, he should.

They shouldn't sleep in class, should they?
No, they shouldn't.

The attention of the student is called to the fact that for should the pattern for tail question and short answer follows the pattern he used for can.

The student hears a statement; he repeats the statement, adds a tail question, and gives a short answer, as in the examples above.

1. The boys should wash the car,
2. We should take some money,
3. He should work in the summer,
4. My brother should walk,
5. This man should carry the bag,
6. I should stand near the door,
7. You should listen,
8. Ali should be in his room,
9. He should watch the clerk,
10. We should buy a table,
11. I shouldn't ask that man,
12. The girls shouldn't look,
13. He shouldn't use the engine,
14. That boy shouldn't come,
15. It shouldn't stop,
16. We shouldn't be sick,

17. Frank shouldn't hurry,
18. Nancy shouldn't help,
19. We shouldn't sit,
20. I shouldn't eat now,

Drill 15. - Comprehension and Reading

For the first and second readings follow the directions given in Drill 12, Lesson 18. Inform the students that after the second reading they will be questioned about what they have heard, and they will also be asked to say whether statements about the reading are true or false. Give examples to illustrate the meanings of true and false.

Ali's New House

Ali has a new house. It was his uncle's house. It is near the Department of Education. The house is six years old. It's not very big, but it's useful. There are four rooms in the house.

Ali has a large family. There are his wife, Salma, his three children, and his young brother. Neither his father nor his mother are in this house. They have another house. Ali's brother is twelve years old. He is older than Ali's children.

After the second reading, give the statements below. Ask an individual student to listen and say whether the statement is true or false. If the statement is true, the student says "True" and repeats the statement. If the statement is false, the student says "False." Then ask a question, e.g., in 2., "Was Ali's house his father's house?" The student gives a short answer, "No, it wasn't." Then ask, "Whose house was it?" The student should reply: "It was his uncle's house."

1. Ali's house is new.
2. Ali's house was his father's house.
3. The house is behind the Department of Education.
4. The house is not very old.
5. It is ten years old.
6. The house is useful.
7. The house has three rooms.
8. Ali's family is large.
9. Ali's wife is Samira.
10. Ali has three children.
11. Ali's brother is young.
12. Ali's brother is twenty years old.
13. Ali's father is in the house.
14. Ali's mother is not in the house.
15. Ali's children are older than Ali's brother.

LESSON TWENTY

I BASIC TEXT

My name is Ali. I am from Bahrain. I work for the government at the Department of Agriculture. I am married and I have four children, three boys and one girl. My oldest son is four years old and the youngest is one year old. The girl is six years old. She is in school. She is in the first grade.

II PRONUNCIATION

Drill 19. n vs nk

sing	sink
thing	think
sung	sunk
rang	rank
wing	wink
ping	pink
sang	sank
tang	tank

- Give the words of the first column; class listens.
- Give the words of the first column; class repeats.
- Follow the same procedure for the words of the second column.
- Give the minimal pairs; the class repeats.
- To test discrimination, have the students prepare a piece of paper, with the numbers 1 to 7 written one under the other in a column. Books must be closed.

Explain that the students will hear a set of three words. Only one word is different; the other two are the same. He must choose the word that is different and write the number of that word next to the number on his paper.

Example: The student hears: tan tang tan

The second word is different, so on his paper he writes the number 2.

Give the following sets of words:

1. rank	ran	rank
2. sing	sink	sink
3. pink	pink	ping
4. win	win	wink
5. wink	wing	wink
6. rank	rang	rang
7. bank	ban	bank

f. Give the following sentences; the class repeats.

1. I think he has nothing.
2. Did you say sing or sink?
3. We heard a bang at the bank.
4. Can you bring it to the brink?

III VOCABULARY

- | | | |
|----------------|--------------|----------------|
| 1. me | 11. hospital | 21. why |
| 2. him | 12. clinic | 22. because |
| 3. her (pron.) | 13. Dept. of | 23. myself |
| 4. us | Agriculture | 24. yourself |
| 5. them | 14. ship | 25. himself |
| 6. court | 15. sea | 26. herself |
| 7. grocery | 16. shop | 27. itself |
| 8. farm | 17. airport | 28. ourselves |
| 9. hotel | 18. market | 29. yourselves |
| 10. camp | 19. to | 30. themselves |
| | 20. from | |

IV DRILLS

Drill 1. - Transformation

Students change the following sentences to the singular:

Examples: T: They are lawyers.
S: He is a lawyer.

T: Are these women teachers?
S: Is this woman a teacher?

1. They are lawyers.
2. Are those men doctors?
3. They are not dentists.
4. We are not fishermen.
5. Are they engineers?
6. Are you servants?
7. We are operators.
8. Are these women teachers?
9. Are they policemen?
10. The girls are secretaries.
11. They are not painters.
12. Aren't we officers?
13. They are soldiers.
14. Those women are very good cooks.
15. The men are not mechanics.
16. Are you merchants?
17. We are not carpenters.
18. The girls are not barbers.
19. They are not policemen.
20. Aren't they judges?

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Drill 2. - Question - Answer

Give the following questions and answers and have the class repeat:

Who's that? That's Ali.

What is he? He's a lawyer.

Point out that a question with who generally asks for a person's name, as compared with a question with what, which usually asks for a person's work or profession.

For the drill the class is divided into two groups. Group A asks a question; when Group B hears a name it uses it for the answer. Group A then asks another question; when Group B hears a word it uses it for the answer, as in this example:

Example: Group A: Who's that?
Teacher: Ali
Group B: That's Ali.
Group A: What is he?
Teacher: lawyer
Group B: He's a lawyer.

The roles of the two groups are reversed in the middle of the drill.

1. Ali	lawyer
2. Faisal	doctor
3. George	soldier
4. Tom	servant
5. Aziz	merchant
6. Hassan	farmer
7. Jasim	judge
8. Salim	engineer
9. Hamad	operator
10. Abbas	officer
11. Frank	cook
12. Fahd	fisherman
13. Mohammad	teacher
14. Abdulla	mechanic
15. Ahmad	dentist
16. Fred	barber
17. John	grocer
18. Peter	carpenter
19. Abdul-Aziz	painter
20. Henry	tailor

Drill 3. - Replacement

Inform the class that in this drill we introduce the object pronouns. Point out to the students that they have already had the personal pronouns as subjects. Call their attention to the following list of the pronouns as subject, and the corresponding object pronouns, which are used as objects after prepositions or verbs.

Give the following pairs and have the class repeat:

I-me	we-us
you-you	you-you
he-him	they-them
she-her	
it-it	

- a. Give a sentence; the class replaces the noun by the correct object pronoun. Then give the correct sentence and have the class repeat.

Examples: T: I am bringing the mechanic.
S: I am bringing him.

T: He is starting the engine.
S: He is starting it.

1. He's taking the books.
2. She's carrying the bag.
3. He's thanking the doctor.
4. I am watching the clerk.
5. We are opening the books.
6. You are doing the homework.
7. She's helping that woman.
8. They are sleeping in that room.
9. I am taking the car.
10. She's sitting near the windows.
11. You are writing your names.
12. He's asking the girl.
13. They're carrying the bag.
14. We are repeating the words.

- b. Inform the class that in some sentences of this part of the drill we use the preposition with.

Ask an individual student to complete a sentence below, using the correct form of the pronoun in brackets.

Example: 1. He should come with (I)
Student: He should come with me.

1. He should come with (I)
2. They are watching (we)
3. Can I come with (you)
4. You should put (they) on the table.
5. She can't open (it)
6. Is he going with (we)
7. He is playing at the field with (they)
8. Are you taking (we) there?
9. He's watching TV with (I)
10. Can she study with (we)

Drill 4. - Repetition

- a. Give each of the following twice; the class listens and repeats.

court	ship	clinic	sea
grocery	hotel	hospital	shop
farm	camp	Department of	airport
		Agriculture	market

- b. Give two words or expressions; the class uses them in the blank spaces to complete these sentences:

My friend is a/an He's working at the

Example: Teacher: dentist-clinic

Class : My friend is a dentist. He's working at the clinic.

- | | |
|--------------------|----------------------------|
| 1. lawyer-court | 10. fisherman-sea |
| 2. soldier-camp | 11. policeman-court |
| 3. cook-restaurant | 12. barber-shop |
| 4. farmer-farm | 13. judge-court |
| 5. servant-hotel | 14. doctor-hospital |
| 6. grocer-grocery | 15. mechanic-garage |
| 7. merchant-market | 16. engineer-Department of |
| 8. officer-airport | Agriculture |
| 9. tailor-shop | 17. carpenter-workshop |
| | 18. painter-shop |

Drill 5. - Substitution

Inform the class that in this drill we introduce the prepositions to and from.

Write the following sentences on the board:

I am going to the door.
I am coming from the door.

Then, as you say each sentence, demonstrate its meaning by performing the action indicated.

Ask individual students to go to different objects in the classroom and to come back from them; have them say, as they perform the actions: "I am going to" and "I am coming from....."

For the drill divide the class into two groups.

- a. Give a word; group A uses it to complete this sentence:

Where are the going?

Give another word; Group B uses it to complete this sentence:

They're going to the

Example: Teacher: soldiers
 Group A: Where are the soldiers going?
 Teacher: camp
 Group B: They're going to the camp.

- | | |
|---------------|------------|
| 1. doctors | hospital |
| 2. lawyers | court |
| 3. farmers | farm |
| 4. cooks | restaurant |
| 5. operators | airport |
| 6. tailors | shop |
| 7. servants | hotel |
| 8. fishermen | ship |
| 9. mechanics | garage |
| 10. grocers | grocery |
| 11. merchants | market |
| 12. painters | shop |
| 13. judges | court |
| 14. barbers | shop |

- b. For this part of the drill change the roles of the two groups.
 Give a word; Group B uses it to complete this question.

Are the coming?

Give another word; Group A uses it to complete this sentence:

Yes, they're coming from the

- | | |
|----------------|---------------------------|
| 1. secretaries | office |
| 2. women | store |
| 3. carpenters | shop |
| 4. dentists | clinic |
| 5. policemen | airport |
| 6. men | bank |
| 7. boys | greenhouse |
| 8. engineers | Department of Agriculture |
| 9. girls | post office |
| 10. doctors | hospital |
| 11. fishermen | ship |
| 12. cooks | restaurant |
| 13. clerks | office |
| 14. painters | shop |

Drill 6. - Question - Answer

Call the attention of the class to the following:

A question with Why asks for the reason or cause of something.
 The word order after Why follows the pattern of the word after
Where? When? What? -e.g.,

Why is he going?
 Where is he going?
 When is he going?
 What is he doing?

Questions with Why? usually have because in the answer.

Ask a question with Why? ; one student repeats it. Give a word; another student uses it in his answer, as in the example.

Example: T: Why is he going to the court?
S₁: Why is he going to the court?
T: lawyer
S₂: He is going to the court, because he is a lawyer.

- | | |
|--|-----------|
| 1. Why is he going to the court? | lawyer |
| 2. Why is she going to the office? | secretary |
| 3. Why is he going to the camp? | soldier |
| 4. Why are they going to the restaurant? | cooks |
| 5. Why is he going to the clinic? | dentist |
| 6. Why are they going to the hospital? | doctors |
| 7. Why are you going to the farm? | farmer |
| 8. Why are we going to the market? | merchants |
| 9. Why is he going to the sea? | fisherman |
| 10. Why are you going to the garage? | mechanic |
| 11. Why are they going to the hotel? | servants |
| 12. Why are they going to the court? | judges |
| 13. Why is he going to school? | teacher |
| 14. Why are they going to the ship? | fishermen |
| 15. Why is he going to the camp? | officer |

Drill 7. -

Give a word; S₁ uses it in the blank space to complete this question:

Where should the be?

Give an expression; S₂ uses the word given to S₁ in the first blank space, and the expression in the second blank space to complete this answer:

The should be

Example: T: lawyer
S₁: Where should the lawyer be?
T: at the court
S₂: The lawyer should be at the court.

Reverse the roles of the two groups in the middle of the drill.

- | | |
|--------------|-------------------|
| 1. fisherman | at the sea |
| 2. airplane | at the airport |
| 3. cook | at the restaurant |
| 4. tailor | at the shop |
| 5. grocer | at the grocery |
| 6. farmer | at the farm |
| 7. painter | at the shop |
| 8. judge | at the court |

9. soldier	at the camp
10. merchant	at the market
11. secretary	at the office
12. carpenter	at the workshop
13. officer	at the camp
14. doctor	at the hospital
15. barber	at the shop
16. mechanic	at the garage
17. dentist	at the clinic
18. lawyer	at the court
19. servant	at the hotel
20. operator	at the office

Drill 8. - Substitution

Inform the class that this drill introduces the emphasizing pronouns. Give the following sentence and have the class repeat:

I am working here myself.

Point out that myself is called an emphasizing pronoun, and call attention to its position in the sentence.

Give twice each pair of the following personal pronouns and the corresponding emphasizing pronouns; the class repeats. (Give also it)

I-myself	we-ourselves
you-yourself	you-yourselves
he-himself	they-themselves
she-herself	
it-itself	

Students substitute for He the word (s) the teacher gives and make the necessary changes.

Base Sentence: He is going to school himself.

T: those students

S: Those students are going to school themselves.

- | | |
|------------------|------------------|
| 1. He | 11. Frank |
| 2. The girls | 12. You and I |
| 3. We | 13. The teachers |
| 4. You (sing.) | 14. Jasim |
| 5. Ali | 15. They |
| 6. Salma | 16. Samira |
| 7. The boys | 17. John |
| 8. She | 18. The clerks |
| 9. We | 19. The students |
| 10. You (plural) | 20. I |
| | 21. Thani |

Drill 9. - Question - Answer

Ask a question; S₁ answers in the affirmative and S₂ answers in the negative, as in the examples, and using the contracted form can't.

Examples: T: Can he do that himself?

S₁: Yes, he can do that himself.

S₂: No, he can't do that himself.

T: Can you carry that yourself?

S₁: Yes, I can carry that myself.

S₂: No, I can't carry that myself.

1. Can he do that himself?
2. Can you carry that yourself?
3. Can they read that themselves?
4. Can she answer that herself?
5. Can you buy that yourself?
6. Can you take that yourselves?
7. Can he write that himself?
8. Can she sit there herself?
9. Can we watch it ourselves?
10. Can you go there yourselves?
11. Can he work there himself?
12. Can they come here themselves?
13. Can I eat that myself?
14. Can she bring that herself?
15. Can we use that ourselves?
16. Can I stand there myself?
17. Can you answer that yourselves?
18. Can he buy that himself?
19. Can we go there ourselves?
20. Can I open that myself?

Drill 10. - Question - Answer

Ask a question; the class answers as in the examples.

Examples: T: Shouldn't he carry that bag?

S: Yes, he should carry that bag himself.

T: Shouldn't I thank the doctor?

S: Yes, you should thank the doctor yourself.

1. Shouldn't he carry that bag?
2. Shouldn't I thank the doctor?
3. Shouldn't we begin the lesson?
4. Shouldn't they help this soldier?
5. Shouldn't we ask the office?
6. Shouldn't he wash the car?
7. Shouldn't they bring the judge?
8. Shouldn't she write the answer?
9. Shouldn't I stop the engine?

10. Shouldn't he give the money?
11. Shouldn't she read the newspaper?
12. Shouldn't we go to the market?
13. Shouldn't he buy the oranges?
14. Shouldn't I change the operator?
15. Shouldn't you go with him?
16. Shouldn't she close the windows?
17. Shouldn't they find the mechanic?
18. Shouldn't we read that?
19. Shouldn't he clean the desk?
20. Shouldn't I ask the doctor?

Drill 11. - Comprehension and Reading

For the first and second readings follow the directions given in Lesson 18. Inform the students that after the second reading they will be questioned about what they have heard, and they will be asked to write some sentences about the reading.

My School

This is my school. It has a beautiful library. The library has many books. Many students are studying in the library. There is a parking lot opposite the library. The teachers and some students are using the parking lot. There are nine cars in the parking lot. There is a travel office near my school. There is a bus station too. Some students are taking a bus at the bus station. They are going home.

Ask these questions and direct the students to give full, complete answers.

1. Does the school have a beautiful library?
2. The library doesn't have many books, does it?
3. What are the students doing in the library?
4. Where is the parking lot?
5. Who is using the parking lot?
6. How many cars are there in the parking lot?
7. Where is the travel office?
8. What are the students doing at the bus station?
9. Where are the students going?
10. Are there any students in the travel office?

After doing the questions, write on the board, in mixed order, the new words that occur in the reading passage. Then call on individual students and ask them to complete the following sentences by filling in the blank spaces. For homework, give this as a written assignment.

My school has a beautiful there are many in the library. There are nine cars in the It is the library. There is a near my school. There is a bus at the

Drill 12. - Question-Answer

The student hears a question; he answers as in the example.

Example: T: Can he be either a lawyer or a dentist?
S: He can be neither a lawyer nor a dentist.

1. Can he be either a carpenter or a mechanic?
2. Can he be either a policeman or a soldier?
3. Can he be either a grocer or a farmer?
4. Can he be either a judge or a teacher?
5. Can he be either an operator or an engineer?
6. Can he be either a cook or a barber?
7. Can he be either a painter or a mechanic?
8. Can he be either a doctor or a dentist?
9. Can he be either an officer or a professor?
10. Can he be either a servant or a carpenter?
11. Can he be either a tailor or a merchant?
12. Can he be either a secretary or a policeman?
13. Can he be either a teacher or a doctor?
14. Can he be either a clerk or a painter?
15. Can he be either a farmer or a fisherman?

Drill 13. - Addition

The student hears a statement; he repeats the statement and adds a tail question.

Examples: T: He's a good doctor,
S: He's a good doctor, isn't he?

T: He wasn't an important officer,
S: He wasn't an important officer, was he?

1. He's a new secretary,
2. He's a wonderful operator,
3. He was a good engineer,
4. He wasn't a good cook,
5. He wasn't an old farmer,
6. He isn't a strong soldier,
7. He's a fat carpenter,
8. He isn't a young teacher,
9. He wasn't a big policeman,
10. He wasn't a good lawyer,
11. He's a handsome dentist,
12. He was a useful servant,
13. He was a tall barber,
14. He's an important officer,
15. He isn't a clean painter,
16. He wasn't a good merchant,
17. He was a healthy clerk,
18. He isn't a young doctor,

19. He's a short mechanic,
20. He wasn't a good grocer,

Drill 14. - Substitution

For this drill the class is divided into two groups. When S_1 hears a word, he uses it to complete this question:

Where are those working now?

When S_2 hears an expression, he uses it to complete this sentence:

They're working

- | | |
|-----------------|--------------------|
| 1. soldiers | at the camp |
| 2. clerks | at the office |
| 3. mechanics | at the garage |
| 4. servants | at the hotel |
| 5. merchants | at the market |
| 6. judges | at the court |
| 7. painters | at the shop |
| 8. farmers | at the farm |
| 9. grocers | at the grocery |
| 10. doctors | at the hospital |
| 11. dentists | at the clinic |
| 12. lawyers | at the court |
| 13. students | at the library |
| 14. engineers | at the airport |
| 15. cooks | at the restaurant |
| 16. policemen | at the bus station |
| 17. barbers | at the shop |
| 18. officers | at the camp |
| 19. carpenters | at the workshop |
| 20. secretaries | at the office |

Drill 15. - Question - Answer

The student hears a question; he answers as in the example.

Examples: T: Is he writing the letter?
S: Yes, he's writing the letter himself.

T: Are they asking the judge?
S: Yes, they're asking the judge themselves.

1. Is he giving the money?
2. Is he opening the door?
3. Are they helping that soldier?
4. Am I going to that school?
5. Is she beginning the lesson?
6. Are we reading the new book?
7. Is he studying in the library?
8. Is he changing the operator?
9. Is she buying the chair?

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10. Are they starting the engine?
11. Are you carrying the bag? (we)
12. Are you doing the homework? (I)
13. Is she coming here?
14. Are they taking the exam?
15. Are we using this picture?
16. Is he bringing the mechanics?
17. Am I stopping the car?
18. Is he walking with us?
19. Are they buying the table?
20. Is he closing the windows?

LESSON TWENTY-ONE

I DRILLS

Drill 1. - Review - Transformation

Explain that in this drill each sentence is an answer to a question and that the underlined word or words suggest the question word to be used in asking the question.

Give a sentence to an individual student; he looks at the underlined word or words and asks the question.

Examples: T: He is carrying the pictures.
S: What is he carrying?

T: This was Salim's book.
S: Whose book was it?

1. Those are answers.
2. The students are in class.
3. John was here on Wednesday.
4. Those are Fatima's books.
5. His father is a doctor.
6. There were five boys at home.
7. I am fine.
8. His books are red.
9. The teacher was here at noon.
10. Their father was a lawyer.
11. They are playing at home.
12. I can't play, because I'm sick.
13. It's ten minutes past four.
14. She is cleaning the room.
15. My father is sixty years old.
16. The dentist was at the clinic.
17. This is the teacher's office.
18. They were behind the teacher.
19. That tall man is Sami.
20. They're studying, because they have exams.

Drill 2. - Review - Written

Explain that in this drill each group of words forms a sentence, either a statement or a negative statement or a question. The students must put the words in the correct order. Have all the class do each sentence with paper and pencil and ask the students to raise their hands as they finish the sentence. Call on a student and ask him to give his sentence.

1. are at the cafeteria the students eating
2. other where the are pencils?
3. neither a is doctor lawyer he nor a
4. in the morning study Jasim should

5. he's no playing not
6. big that isn't house very
7. hot summer it the in Dhahran is in?
8. too doctor handsome the is
9. studying he an is because has he exam
10. father man is your strong a?
11. office he on his is Monday at in ten o'clock
12. can neither farmer he barber a be a nor
13. time it is what?
14. another I book have don't
15. window open the don't
16. words learn new these
17. this answer he question can't
18. was school last he at week
19. old years I seventeen am
20. was wonderful his mother a woman

Drill 3. - Review - Question - Answer

Ask a question; the class answers as in the example, using pronouns in place of nouns.

- Examples: T: Why are you helping Ali?
 S: I'm helping him, because he can't do it himself.
- T: Why are you helping me?
 S: I'm helping you, because you can't do it yourself.

1. Why are you helping Salma?
2. Why are you helping those boys?
3. Why are you helping Fred?
4. Why are you helping us?
5. Why are you helping her?
6. Why are you helping Salim?
7. Why are you helping that man?
8. Why are you helping them?
9. Why are you helping the clerk?
10. Why are you helping your cook?
11. Why are you helping his sister?
12. Why are you helping the soldiers?
13. Why are you helping her aunt?
14. Why are you helping their father?
15. Why are you helping my friends?
16. Why are you helping the servant?
17. Why are you helping his mother?
18. Why are you helping those mechanics?
19. Why are you helping Nancy?
20. Why are you helping our neighbors?

Drill 4. - Review - Written

Ask an individual student to complete one of the following sentences, using a preposition we have learned thus far.

1. The chalkboard is the wall.
2. The teacher is the class.
3. The piece of chalk is the table.
4. He is the swimming pool.
5. They have a meeting eight o'clock.
6. The holiday is July.
7. The holiday is July 5.
8. The children are coming school.
9. We have a class Tuesday.
10. She is playing her brother.
11. They were here quarter to three.
12. It's ten o'clock the evening.
13. You can see him night.
14. Is he coming the spring?
15. Thursday is Friday.

Drill 5. - Review - Transformation

Ask students to change the following to the negative.

1. Those men are good engineers.
2. The book was on the table.
3. His house is near the school.
4. There are five teachers in this room.
5. The boys are watching TV.
6. There are some oranges here.
7. He can carry those heavy bags.
8. He was an officer last year.
9. She is either a secretary or a clerk.
10. I have a meeting at nine o'clock.
11. Open the window.
12. Are they coming to school today?
13. You can find the doctor at his clinic.
14. He has some money behind the picture.
15. They should go to the dentist.
16. Go to the door.
17. They are either here or there.
18. Learn these words.
19. She has a large house.
20. They are buying some apples.

Drill 6. - Review - Variable Substitution

Base sentence: He is a carpenter.

- | | |
|--------------|---------------|
| 1. policeman | 8. last year |
| 2. engineer | 9. I |
| 3. they | 10. fisherman |
| 4. question | 11. doctor |
| 5. statement | 12. present |
| 6. negative | 13. statement |
| 7. mechanic | 14. can bring |

- | | |
|--------------|---------------|
| 15. negative | 18. we |
| 16. should | 19. statement |
| 17. they | 20. she |

Drill 7. - Review - Transformation

The Students change the following to the simple past.

1. They are here.
2. He is not important.
3. Why is it necessary?
4. It is not clean.
5. She is not very old.
6. Who is that?
7. There are two stores.
8. Where is the light?
9. I am not in my office on Friday.
10. Is he a strict teacher.
11. What time is it?
12. Those people are his neighbors.
13. When is the meeting?
14. How many chairs are there in the room?
15. What color is your house?
16. Are they friends?
17. Am I not your friend?
18. It is a dirty room.
19. It is hot, because it is summer.
20. They are wonderful engineers.

Drill 8. - Review - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 10 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 10.

- a. The first column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. look look luck

The third word has a sound different from the other words, so next to 1. on his paper he writes the number 3.

- | | | |
|----------|-------|-------|
| 1. look | lock | lock |
| 2. sock | suck | sock |
| 3. lucks | locks | locks |
| 4. hut | hut | hot |
| 5. dock | dock | duck |

6. cut	cot	cot
7. psalm	some	psalm
8. suck	suck	sock
9. locked	looked	looked
10. lucked	looked	lucked

- b. The second column is used for this part of the drill. The student hears two words; if the sound of the two words is exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1. ounce	ounce	6. room	womb
2. ice	ice	7. hoe	how
3. cut	cot	8. red	led
4. took	tuck	9. suck	suck
5. snug	sun	10. mink	ming

Drill 9. - Pronunciation

Drill 20. t vs. d

Note: Initial and medial t and d sounds are not difficult for Arab students, but final t and d sounds constitute a problem. Many students fail to enunciate these end-sounds of words.

bit-bid	bet-bed
beat-bead	let-led
sat-sad	seat-seed
hat-had	feet-feed

- Give the words of the first column; the class listens.
- Give the words of the first column; the class repeats.
- Follow the same procedure for the words of the second column.
- Give the minimal pairs; the class repeats.
- Point out that as in the case of n the tongue touches the ridge of the teeth in the pronunciation of t and d. t is voiceless, and d is voiced.
- Give the minimal pairs again; the class repeats.
- Give the following sentences; the class repeats.
 - He had a red hat.
 - Did you say feet or feed?
 - The sad man sat on the mat.
 - He doesn't need a neat secretary.
 - I bet he fed the mad cat.

Drill 10. - Substitution

Call the attention of the class to the following:

This drill introduces must. Students should not be concerned about the shades of meaning at this point. Like can and should, must is used with both singular and plural subjects, and is always followed by the simple form of the verb.

Give the following sentences and have the class repeat:

He must hurry.
I must go home.
They must eat.

- a. Give a verb; the class uses it in the blank spaces to complete this sentence:

I must now, and he must too.

- | | | |
|-----------|-------------|-----------|
| 1. work | 4. begin | 7. stop |
| 2. listen | 5. stand up | 8. read |
| 3. write | 6. sit down | 9. repeat |

- b. Give an expression; the class uses it in the blank spaces to complete this sentence:

You must, and we must too.

- | | |
|-------------------------|--------------------------|
| 1. come at five o'clock | 6. listen to the teacher |
| 2. say the sentence | 7. learn the new words |
| 3. begin the lesson | 8. use a pencil |
| 4. do the homework | 9. go home |
| 5. write the answers | 10. eat at eight o'clock |

Drill 11. - Transformation

Point out that the contraction of must is must or mustn't.

Give a command; the class answers with I mustn't, as in the example.

Examples: T: Open your book.
S: I mustn't open my book.

T: Say that word.
S: I mustn't say that word.

- | | |
|-------------------------|--------------------------|
| 1. Clean the board. | 11. Walk near the fan. |
| 2. Eat those apples. | 12. Carry that bag. |
| 3. Write the sentences. | 13. Play in the room. |
| 4. Sleep in the office. | 14. Watch those boys. |
| 5. Come here at night. | 15. Read that. |
| 6. Write his name. | 16. Begin the drill. |
| 7. Use a pen. | 17. Change the sentence. |
| 8. Stand there. | 18. Start the lesson. |
| 9. Say that. | 19. Stop the engine. |
| 10. Ask your brother. | 20. Sit on the desk. |

Drill 12. - Transformation

Give these sentences and have the class repeat:

Salim must go there
Must Salim go there?

Call the attention of the class to the word order in a question with must. Point out also that the short answer to the above question is: Yes, he must or No, he mustn't.

Give a sentence; the class changes it to a simple question, as in the example above.

1. I must go there.
2. You must read this.
3. She must clean the room.
4. They must spell the words.
5. He must take his book.
6. We must write in English.
7. Frank must use a pencil.
8. You must do that.
9. Laila must carry her bag.
10. They must sleep in this place.
11. She must learn these words.
12. We must close our books.
13. He must do his homework.
14. They must sleep at ten o'clock.
15. I must study this.
16. She must watch the teacher.
17. They must repeat after the teacher.
18. He must start the lesson.
19. We must say the sentence.
20. You must open your book.

Drill 13. - Dictation

Follow the procedure for dictation indicated in Lesson 19.

The students are studying now. They are learning the new words themselves. They have an exam tomorrow. The exam is at eight o'clock in the morning.

Drill 14. - Structure Drill

Inform the class that this drill introduces the past continuous tense. Point out that the past continuous indicates that an action was going on in the past; it is formed as follows:

was/were + -ing form

Give these examples and have the class repeat:

He was reading a book.

They were playing at the field.

Give a verb; S₁ uses it in the -ing form to complete these sentences:

I was He was with me.

S₂ uses the -ing form of the same verb to complete this sentence:

We were together.

Example: T: play

S₁: I was playing. He was playing with me.

S₂: We were playing together.

Reverse the roles of the two students in the middle of the drill.

- | | | |
|----------|------------|------------|
| 1. work | 7. buy | 13. write |
| 2. go | 8. watch | 14. stand |
| 3. walk | 9. play | 15. repeat |
| 4. start | 10. read | 16. sit |
| 5. come | 11. spell | 17. study |
| 6. eat | 12. listen | 18. look |

Drill 15. - Question - Answer

Ask students to answer as in the example.

Example: T: Are they playing now?

S: They're not playing now, but they were playing before.

T: Are they washing the car now?

S: They're not washing the car now, but they were washing it before.

1. Are they eating now?
2. Are they studying now?
3. Are they watching TV now?
4. Are they sleeping now?
5. Are they hurrying now?
6. Are they reading now?
7. Are they taking the bag now?
8. Are they saying the word now?
9. Are they listening now?
10. Are they working now?
11. Are they opening the door now?
12. Are they buying the chair now?
13. Are they walking now?
14. Are they writing now?
15. Are they repeating now?
16. Are they carrying the desk now?
17. Are they starting the engine now?
18. Are they using the calendar now?
19. Are they sitting now?
20. Are they looking now?

Drill 16. - Comprehension and Reading

Ali

Ali is a very lucky man. He's from Kuwait. He's twenty-three years old. He has a lot of friends. Some of his friends are his neighbors, and the others are his relatives. Ali is studying Arabic now at Cairo University. Last year he was studying history at Kuwait University. He can be a good teacher.

After the second reading, follow the true or false procedure indicated in Lesson 19.

1. Ali's friends are lucky.
2. Ali is a Bahraini.
3. Ali is a young man.
4. Ali is thirty-two years old.
5. Ali doesn't have any friends.
6. Ali's friends are his relatives.
7. Ali is learning Arabic now.
8. Ali is studying Arabic at Kuwait University.
9. Ali is not studying Arabic now.
10. Ali is a good teacher.

After finishing the work with these statements, read the paragraph a third time. Have the students practice reading, as indicated in Lesson 18.

Drill 17. - Review - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student. Each time a student replies, give the correct answer and have all the class repeat.

1. What's today?
2. What's the date today?
3. What time is it now?
4. Were you at school yesterday?
5. Is tomorrow a holiday?
6. How is the weather today?
7. Is it worse or better than yesterday?
8. How many classes do you have today?
9. What time is the first class?
10. How old are you?
11. When were you born?
12. Are you married or single?
13. How many brothers and sisters do you have?
14. What are you doing now?
15. Can you come with me to the post office?
16. You should study tonight, shouldn't you?
17. Why are you watching your friend?
18. Do you have homework tonight?
19. You can do it yourself, can't you?
20. Can the other students do it themselves?

LESSON TWENTY-TWO

I DIALOG

Buying A Car

Hello, Ali. What are you doing?	Oh, I'm just reading the newspaper.
It's nice to have so much time.	You shouldn't talk. You are a half hour late yourself.
What's the news? Is there anything important?	No, not much.
Are you looking for something?	If you must know, I am looking for a car.
A car? Where's the money coming from?	Don't worry. I had a surprise in the mail yesterday.
It certainly is a surprise. You borrowed some money from me last week.	That's life. It's full of surprises.

II PRONUNCIATION

Drill 21. f vs. v

fan	van	leaf	leave
fat	vat	life	live
feel	veal	fife	five
fine	vine	half	have
file	vile	surf	serve

- Give each word of column one; the class listens.
- Give each word of column one; the class repeats.
- Follow the same procedure with column two.
- Give each minimal pair from columns one and two; the class repeats.
- Follow steps a, b, c, and d with columns three and four.
- Demonstrate that both f and v have the same point of articulation. In the pronunciation of both sounds the lower lip is against the upper teeth. The two sounds differ in voicing: f is voiceless; v is voiced.
- Give the minimal pairs again; the class repeats.
- Give the following sentences; the class repeats.

- Leave the leaf on the tree.
- I have a class at half past five.
- The fan is in the van.
- It is vile to file that report.
- There was a fat rat in the vat.

III VOCABULARY

- | | | |
|----------------|--------------|-----------------|
| 1. just (adv.) | 11. ago | 21. busy |
| 2. late | 12. great | 22. generous |
| 3. if | 13. serious | 23. hardworking |
| 4. worry | 14. smart | 24. lazy |
| 5. surprise | 15. honest | 25. dishonest |
| 6. mail | 16. careful | 26. careless |
| 7. life | 17. brave | 27. proud |
| 8. full of | 18. friendly | 28. polite |
| 9. borrow | 19. happy | 29. sad |
| 10. while | 20. rich | 30. poor |
| | | 31. kind |

IV DRILLS

Drill 1. - Substitution

Students substitute for serious the following items:

My friend is a serious man.

- | | | |
|-------------|-----------------|--------------|
| 1. smart | 7. rich | 13. careless |
| 2. honest | 8. busy | 14. proud |
| 3. careful | 9. generous | 15. polite |
| 4. brave | 10. hardworking | 16. sad |
| 5. friendly | 11. lazy | 17. poor |
| 6. happy | 12. dishonest | 18. kind |

Drill 2. - Substitution

Students substitute for doctors and careful the following:

Doctors should be careful.

- | | |
|---------------|-------------|
| 1. teachers | great |
| 2. fathers | generous |
| 3. friends | honest |
| 4. students | serious |
| 5. mechanics | smart |
| 6. soldiers | brave |
| 7. officers | proud |
| 8. neighbors | friendly |
| 9. students | hardworking |
| 10. merchants | busy |
| 11. mothers | kind |
| 12. policemen | brave |
| 13. children | happy |
| 14. operators | careful |
| 15. farmers | hardworking |
| 16. boys | polite |
| 17. engineers | smart |
| 18. relatives | kind |
| 19. barbers | careful |
| 20. servants | busy |

After the drill point out that in the above drill plural nouns are used in a general sense, and hence without the article the.

Drill 3. - Transformation

Each sentence has three words in brackets; one of these words should not be there. Find the word and use it in a negative sentence, as in the example.

Example: T: Students should be (careful, serious, lazy)
S: Students should not be lazy.

In the drill, give the sentence below; ask an individual student to repeat it, find the word that is not wanted, and then say the negative sentence. Then give the correct negative sentence and have all the class repeat.

1. Students should be (careful, serious, lazy).
2. Doctors should be (careful, dirty, honest).
3. Carpenters should be (hardworking, smart, dishonest).
4. Officers should be (weak, brave, strict).
5. Farmers should be (smart, sad, hardworking).
6. Secretaries should be (careless, serious, honest).
7. Mothers should be (generous, careless, happy).
8. Children should be (dirty, polite, friendly).
9. Relatives should be (kind, generous, useless).
10. Mechanics should be (careless, smart, serious).

Drill 4. - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student.

1. What's today?
2. What's tomorrow?
3. What was yesterday?
4. How are you,?
5. What are you studying now?
6. What were you studying last year?
7. Who is your teacher?
8. What is your father?
9. Who is your father?
10. What time is it now?
11. What time is your first class?
12. How many classes are there every week?
13. What month is after this month?
14. What day is before Wednesday?
15. Where are you from?
16. Where were you living last year?
17. Does Qatar have many large cities?
18. What were you doing while the teacher was saying the new words?
19. Can you buy a very expensive car?
20. You shouldn't eat in this room, should you?

Drill 5. - Addition

The student hears the following sentences and repeats them:

He must write the answer, mustn't he? Yes, he must.

Those men mustn't work at night, must they? No, they mustn't.

The attention of the student is called to the fact that for must the pattern for tail question and short answer follows the pattern he used for can and should.

Students add tail questions to the following:

1. He must go on Monday,
2. She must clean the table,
3. You must read this book,
4. They must do the homework,
5. We must come at noon,
6. You must do it yourselves,
7. The boys must walk,
8. Salma must stand there,
9. Fred must write his name,
10. We must carry those bags,
11. I mustn't say it myself,
12. He mustn't come with us,
13. They mustn't sleep here,
14. We mustn't use that engine,
15. Laila mustn't hurry,
16. The boys mustn't play at school,
17. You mustn't start the engine,
18. She mustn't ask the teacher,
19. They mustn't begin at six o'clock,
20. We mustn't change our places,

Drill 6. - Variable Substitution

Base sentence: I was studying at home.

- | | |
|---------------|-----------------|
| 1. he | 10. your sister |
| 2. they | 11. statement |
| 3. question | 12. the girls |
| 4. my brother | 13. question |
| 5. John | 14. the doctor |
| 6. statement | 15. I |
| 7. negative | 16. we |
| 8. we | 17. statement |
| 9. you | 18. his brother |

Drill 7. - Combination

Students combine the following statements as in the example:

Example: T: He is a doctor. He is careful.
He is a careful doctor.

1. He is a teacher. He is great.
2. He is a father. He is generous.
3. They are friends. They are honest.

Drill 8. - Transformation

- a. Give these two sentences and have the class repeat:

He was opening the door.
Was he opening the door?

Call the attention of the class to the word order of a question with the past continuous. Point out also that the short answer to the above question is Yes, he was or No, he wasn't.

For this part of the drill, give a statement; the class changes it to a simple question.

1. I was cleaning the room.
2. She was bringing the books.
3. You were carrying the bag.
4. They were starting the drill.
5. We were going home.
6. He was helping the doctor.
7. They were asking the clerks.
8. I was stopping the engine.
9. You were writing the answers.
10. I was standing near the dentist.

- b. Give the following sentences, first the statement and then the negative, and have the class repeat:

I was reading a book.

He was playing at home.

They were walking to the bank.

I was not reading a book.

I wasn't reading a book.

He was not playing at home.

He wasn't playing at home.

They were not walking to the bank.

They weren't walking to the bank.

Point out that for the past continuous the pattern for changing to the negative follows the pattern we have used for was and were.

For the drill, give a statement; the class changes it to the negative as in the sentences above. For uniformity, the contracted forms wasn't and weren't should be used.

1. The lawyer was helping me.
2. My friend was sleeping.
3. I was going to the office.

4. The officers were standing.
5. You were doing that yourself.
6. The pilot was working at the airport.
7. We were bringing the new chairs.
8. The judges were watching the merchant.
9. He was taking the car himself.
10. Those farmers were coming to the house.

Drill 9. - Addition

Give the following sentences and have the class repeat:

He was studying, wasn't he? Yes, he was.
They weren't sleeping, were they? No, they weren't.

Point out that for the past continuous the pattern for tail question and short answer follows the pattern we have used for was and were.

Give a statement; students add tail questions.

1. Frank was working,
2. I was eating,
3. You were buying a car,
4. We were standing,
5. The policeman was walking,
6. You were going home,
7. The mechanic was helping me,
8. That clerk was writing,
9. The people were hurrying,
10. His wife was cooking,
11. The engineer wasn't looking,
12. The girls weren't studying,
13. The cook wasn't eating,
14. He wasn't listening,
15. The soldier wasn't sitting,
16. I wasn't playing,
17. The women weren't watching,
18. The air cooler wasn't starting,

Drill 10. - Question - Answer

Give a verb, S₁ uses the ing form of this verb to complete this question:

Why was he

S₂ uses the ing form of the same verb to complete this answer:

He was, because all the students were

Example: T: study

S₁: Why was he studying?

S₂: He was studying, because all the students were studying.

Reverse the roles of the two groups in the middle of the drill.

- | | | |
|----------|-----------|------------|
| 1. play | 7. sleep | 13. go |
| 2. read | 8. ask | 14. repeat |
| 3. hurry | 9. listen | 15. look |
| 4. stand | 10. sit | 16. help |
| 5. write | 11. walk | 17. learn |
| 6. eat | 12. work | 18. watch |

Drill 11. - Substitution

Point out that in this drill we use while; it indicates one action was going on at the same time as another. Give this example and have the class repeat:

While one student was working, the others were playing.

Students substitute for working and playing the following items: They should use the ing forms of the verbs.

- | | |
|-----------|--------|
| 1. eat | walk |
| 2. write | read |
| 3. sleep | study |
| 4. watch | listen |
| 5. come | go |
| 6. hurry | walk |
| 7. stand | sit |
| 8. repeat | listen |
| 9. walk | read |
| 10. help | sleep |
| 11. look | study |
| 12. watch | work |
| 13. begin | stop |
| 14. spell | listen |
| 15. play | work |
| 16. read | write |

Drill 12.

Give an expression; S₁ uses it, with the ing form of the verb, to complete this sentence:

They were

Then ask a question: What about? S₂ gives a short answer with So, using was or were and the correct subject pronoun:

So, was/were

Examples: T: clean the room
 S₁: They were cleaning the room.
 T: What about the servant?
 S₂: So was he.

T: close the windows
 S₁: They were closing the windows
 T: What about them?
 S₂: So were they.

Explain that the question What about? means What can you say about? Point out also that the above use of So is similar to that found in Lesson 14. So comes at the beginning of the sentence and is followed by the verb.

Use a word or expression from the second column to ask the question.

- | | |
|--------------------------|---------------|
| 1. clean the room | the servant |
| 2. close the windows | you |
| 3. spell the words | the girl |
| 4. live in Dubai | him |
| 5. go to the bank | us |
| 6. open the books | the teacher |
| 7. wash the car | your father |
| 8. change the time | the women |
| 9. go home | you |
| 10. bring the engineers | that man |
| 11. do it themselves | Jasim |
| 12. play at the field | the others |
| 13. stop the engine | Salma |
| 14. ask the professor | us |
| 15. come from school | the other boy |
| 16. work at the garage | those men |
| 17. help the old man | my sister |
| 18. write in their books | his friends |
| 19. come from the shop | his mother |
| 20. buy oranges | you |

Drill 13. - Question - Answer

Point out that in this drill we introduce ago. Ago is associated with past time.

Give a time expression; S₁ uses it to ask a question; then give a word and S₂ answers the question, using the word.

Examples: T: five minutes
 S₁: Who was here five minutes ago?
 T: doctor
 S₂: The doctor was here five minutes ago.

- | | |
|-------------------------|-----------|
| 1. ten minutes | lawyer |
| 2. twenty minutes | cook |
| 3. thirty minutes | teacher |
| 4. a half hour | operator |
| 5. forty minutes | boy |
| 6. an hour | engineer |
| 7. two hours | mechanic |
| 8. three days | dentist |
| 9. a week | farmer |
| 10. two weeks | barber |
| 11. a month | painter |
| 12. four months | merchant |
| 13. a year | fisherman |
| 14. five years | officer |
| 15. ten years | secretary |
| 16. fifteen minutes | teacher |
| 17. twenty-five minutes | clerk |
| 18. six days | judge |
| 19. fifty minutes | policeman |
| 20. two years | carpenter |

At the end of the drill draw the attention of the class to the fact that Arab students often have a tendency to equate ago with before, saying, e.g., before five minutes, instead of five minutes ago. Point out that English usage differs from Arabic in this and call attention also to the English word order.

Drill 14. - Question - Answer

Ask a question; S₁ repeats the question.

Give a time expression; S₂ uses it to answer, as in the example.

Example: T: When was the lawyer at the court?

S₁: When was the lawyer at the court?

T: ten minutes

S₂: He was at the court ten minutes ago.

Reverse the roles of the two students in the middle of the drill.

1. When was the teacher at school? two years
2. When was the tailor at the shop? five minutes
3. When was the soldier at the camp? a year
4. When were the merchants at the market? a half hour
5. When were the servants at the hotel? three hours
6. When were the doctors at the hospital? two days
7. When was the cook at the restaurant? two months
8. When was the carpenter at the workshop? twenty minutes
9. When were the secretaries at the office? two hours
10. When were the boys at the swimming pool? three weeks
11. When were your friends at the greenhouse? five hours
12. When was the judge at the court? six months
13. When was the barber at the shop? fifteen minutes
14. When was the farmer at the farm? eight hours
15. When was your father at the Department of Education? six weeks
16. When were the mechanics at the garage? twenty-five minutes

Drill 15.

Give a number; S_1 uses it to make a statement; S_2 asks a question; S_3 answers, as in the example.

Example: T: 20
 S_1 : He's 20 years old.
 S_2 : When was he born?
 S_3 : He was born 20 years ago.

15	25	38	55
19	29	40	53
13	31	44	66
17	33	46	78
22	34	52	86

LESSON TWENTY-THREE

I DIALOG

Iwan Restaurant

Good morning, Hasan.

Good morning, Sami.

Where are you going?

I'm going to the restaurant?

Which restaurant?

Iwan Restaurant.

Oh yes. This is a very good restaurant, isn't it?

Yes, it certainly is. I like the food there.

What do they have?

They have chicken, rice, fish, meat.

Do you always go there?

I always go there for dinner. Sometimes I go for lunch, but I never go for breakfast.

II PRONUNCIATION

Drill 22: p vs. b

pet-bet
pig-big
pat-bat
pay-bay
pike-bike

rip-rib
nip-nib
tap-tab
cap-cab
rope-robe

- Give the words of column one; the class listens.
- Give the words of column one; the class repeats.
- Follow the same procedure with column two.
- Give each minimal pair from columns one and two; the class repeats.
- Follow steps a,b,c, and d with columns three and four.
- Point out that in the pronunciation of both p and b the lips are completely closed. p is voiceless; b is voiced.
- Give the minimal pairs again; the class repeats.
- Give the following sentences; the class repeats.

- That pig is very big.
- I bet this pet will beat the others.
- This cap was in the cab.
- This is a good bike for the pike.
- Will you wrap the robe for me?

III VOCABULARY

a. - Repetition

- | | | |
|----------|-----------|----------|
| 1. water | 3. milk | 5. food |
| 2. tea | 4. coffee | 6. bread |

7. meat	14. chicken	21. glass
8. cheese	15. fish	22. dish
9. butter	16. sugar	23. bowl
10. breakfast	17. soup	24. plate
11. lunch	18. fruit	25. much
12. dinner	19. salad	26. too
13. rice	20. cup	27. sometimes

b. Substitution

IV DRILLS

Drill 1. - Substitution

Inform the class that in this drill the verb have is used with a meaning like eat or drink.

- a. Give a word; the class uses it in the blank space to complete this sentence:

I have for breakfast Monday morning.

tea	butter
milk	cheese
coffee	meat
bread	fruit

- b. Follow the directions of a. above, but for this sentence:

I have for dinner Friday evening.

soup	bread
rice	cheese
chicken	salad
fish	fruit
meat	coffee

- c. Give the following and have the class repeat:

a cup	a dish
a glass	a bowl
a piece	a plate

Point out that these are count nouns and require the articule a.
Point out also that as used in this drill they are followed by of.

Give an expression; the class uses it in the blank space to complete this sentence:

I have for lunch Wednesday noon.

a cup of tea	a dish of fruit
a glass of milk	a bowl of soup
a piece of bread	a plate of rice

Drill 2. - Question - Answer

Inform the class that in this drill we use the expression a lot of which was introduced in the Oral Comprehension selection of Lesson 21. Point out that a lot of may be used with both mass nouns and with count nouns.

Ask a question; the class gives a short affirmative answer and then a full answer, using a lot of, as in the examples.

Examples: T: Does your friend have any oranges?
S: Yes, he does, He has a lot of oranges.

T: Does your friend have any fruit?
S: Yes, he does. He has a lot of oranges.

1. Does your friend have any pencils?
2. Does your friend have any tea?
3. Does your friend have any meat?
4. Does your friend have any chairs?
5. Does your friend have any coffee?
6. Does your friend have any desks?
7. Does your friend have any rice?
8. Does your friend have any bread?
9. Does your friend have any apples?
10. Does your friend have any calendars?
11. Does your friend have any children?
12. Does your friend have any cheese?
13. Does your friend have any milk?
14. Does your friend have any tables?
15. Does your friend have any pens?
16. Does your friend have any fruit?
17. Does your friend have any meat?
18. Does your friend have any money?
19. Does your friend have any fish?
20. Does your friend have any bags?

Drill 3. - Repetition

Call the attention of the class to the fact that much is used with mass nouns, many with count nouns; as already seen, a lot of may be used with both classes of nouns.

Give each of the following, the class repeats.

- | | | | |
|----|-------------|-------------|---------------|
| a. | much tea | much bread | much sugar |
| | much water | much meat | much soup |
| | much coffee | much salad | much salad |
| | much fruit | much butter | much money |
| | much milk | much cheese | much homework |

b. many apples	many engines	many doctors
many oranges	many rooms	many women
many chairs	many offices	many bags
many desks	many friends	many secretaries
many watches	many boys	many cups of tea

Drill 4. - Substitution

- a. Use substitutions from Drill 3 a. above.

He doesn't have

- b. Use substitutions from Drill 3 b. above.

Were there?

Drill 5. - Substitution

Give a word; a student answers with a complete sentence, using the word with There is much or There are many, as the situation requires.

Examples: T: water
S: There is much water.

T: books
S: There are many books.

- | | | |
|------------|-------------------|--------------------|
| 1. desks | 8. bread | 15. water |
| 2. money | 9. doctors | 16. umbrellas |
| 3. tea | 10. glass of milk | 17. relatives |
| 4. chairs | 11. colors | 18. watches |
| 5. offices | 12. cups of tea | 19. rice |
| 6. food | 13. butter | 20. oranges |
| 7. coffee | 14. sugar | 21. glass of water |

Drill 6. - Question - Answer

Individual students give full answers to the following questions:

1. What was yesterday? What was the date?
2. How was the weather yesterday? Was it cloudy?
3. Wasn't it cooler a week ago?
4. Is that a clinic or a hospital?
5. Is Al-ein Hotel near the sea?
6. What were you doing an hour ago?
7. Where were you last night? Were you studying?
8. What were you studying two days ago?
9. Must you sit in that chair? Can you write the answer?
10. When were you at the post office?
11. What was the teacher doing while you were eating?
12. Is your doctor careless?
13. Is this glass full of water?

Drill 7. - Transformation

The student hears a statement; he answers, using the comparative as in the examples, and stressing this.

Examples: T: That doctor was certainly great.

S: This doctor was greater.

T: That student was certainly hardworking.

S: This student was more hardworking.

1. That dentist was certainly clean.
2. That woman was certainly kind.
3. That officer was certainly polite.
4. That clerk was certainly honest.
5. That father was certainly proud.
6. That lawyer was certainly rich.
7. That operator was certainly smart.
8. That engineer was certainly busy.
9. That soldier was certainly brave.
10. That boy was certainly serious.
11. That grocer was certainly poor.
12. That girl was certainly sad.
13. That painter was certainly lazy.
14. That tailor was certainly happy.
15. That fisherman was certainly sad.

Drill 8. - Expansion

The student hears a statement; he answers as in the example.

Example: T: He's old, but he should work.

S: He can't work, because he's too old.

1. He's old, but he should work.
2. He's poor, but he should come.
3. He's serious, but he should play.
4. He's fat, but he should sit.
5. He's sick, but he should eat.
6. He's lazy, but he should walk.
7. He's fat, but he should hurry.
8. He's young, but he should study.
9. He's weak, but he should try.
10. He's busy, but he should write.
11. He's sad, but he should watch.
12. He's careful, but he should begin.
13. He's fat, but he should hurry.
14. He's polite, but he should start.
15. He's tired, but he should work.
16. He's careless, but he should listen.
17. He's proud, but he should ask.
18. He's careless, but he should help.

Drill 9. - Substitution

The student hears a word; he uses it to complete this question:

Must he buy a lot of?

- | | | |
|------------|-----------|-------------|
| 1. milk | 8. cheese | 15. plates |
| 2. tea | 9. pens | 16. meat |
| 3. pencils | 10. fruit | 17. food |
| 4. chairs | 11. bread | 18. dishes |
| 5. watches | 12. sugar | 19. oranges |
| 6. rice | 13. chalk | 20. coffee |
| 7. butter | 14. cups | 21. fish |

Drill 10. - Question - Answer

The student hears a question; he answers, as in the examples, using much or many as the situation requires.

Examples: T: Do they always have a lot of milk?
S: No, they never have much milk.

T: Do they always have a lot of apples?
S: No, they never have many apples.

1. Do they always have a lot of coffee?
2. Do they always have a lot of meat?
3. Do they always have a lot of cups of tea?
4. Do they always have a lot of bags?
5. Do they always have a lot of books?
6. Do they always have a lot of money?
7. Do they always have a lot of bread?
8. Do they always have a lot of calendars?
9. Do they always have a lot of cheese?
10. Do they always have a lot of chicken?
11. Do they always have a lot of pictures?
12. Do they always have a lot of fruit?
13. Do they always have a lot of fish?
14. Do they always have a lot of food?
15. Do they always have a lot of chalk?
16. Do they always have a lot of salad?
17. Do they always have a lot of tea?
18. Do they always have a lot of glasses of milk?

Drill 11. - Transformation

- a. Give a sentence; the class answers, using the comparative, as in the example.

Example: T: He's great, isn't he?
S: Yes, he is, and he can be greater.

- | | |
|-----------------------------|----------------------------|
| 1. He's smart, isn't he? | 7. He's lazy, isn't he? |
| 2. He's brave, isn't he? | 8. He's proud, isn't he? |
| 3. He's friendly, isn't he? | 9. He's sad, isn't he? |
| 4. He's happy, isn't he? | 10. He's poor, isn't he? |
| 5. He's rich, isn't he? | 11. He's kind, isn't he? |
| 6. He's busy, isn't he? | 12. He's strict, isn't he? |

Draw the attention of the class to these spellings: friendlier, happier, busier, lazier; also braver; sadder.

- b. Follow the directions of a. above, but according to this example:

Example: T: He's serious, isn't he?
S: Yes, he is, and he can be more serious.

- | | |
|-----------------------------|--------------------------------|
| 1. He's serious, isn't he? | 5. He's hardworking, isn't he? |
| 2. He's honest, isn't he? | 6. He's dishonest, isn't he? |
| 3. He's careful, isn't he? | 7. He's careless, isn't he? |
| 4. He's generous, isn't he? | 8. He's polite, isn't he? |

Drill 12. - Expansion

Give a sentence; the class replies as in this example:

Example: T: He's strong now.
S: Maybe he is, but he was stronger years ago.

- | | |
|--------------------------|-------------------------|
| 1. He's smart now. | 11. He's polite now |
| 2. He's weak now. | 12. He's lazy now. |
| 3. He's happy now. | 13. He's poor now. |
| 4. He's serious now. | 14. He's honest now. |
| 5. He's generous now. | 15. He's kind now. |
| 6. He's careful now. | 16. He's brave now. |
| 7. He's rich now. | 17. He's handsome now. |
| 8. He's friendly now. | 18. He's careless now. |
| 9. He's hardworking now. | 19. He's busy now. |
| 10. He's great now. | 20. He's dishonest now. |

Drill 13. - Question - Answer

Inform the students that in this drill we introduce the intensifier too. Give these sentences and have the class repeat:

This watch is too expensive. I can't
buy it.

Call the attention of the class to the following:

The word order, too expensive, is important; the intensifier too immediately precedes the adjective. Too implies a negative idea, something excessive or undesirable. Arab students need to be reminded that the intensifier too should not be substituted for very.

For the drill, ask a question; a student gives a short negative answer and then makes a statement, using too, as in the example:

Example: T: Can you begin this long drill?
S: No, I can't. It's too long.

1. Can you carry this heavy bag?
2. Can you wash this dirty car?
3. Can you eat this cold apple?
4. Can you start this old engine?
5. Can you open this large door?
6. Can you buy this expensive chair?
7. Can you change this useless clock?
8. Can you use this small desk?
9. Can you stop this cheap fan?
10. Can you take this long exam?
11. Can you write this important letter?
12. Can you see the small animal?
13. Can you sit on this hot floor?
14. Can you close this big window?

Drill 14. - Question - Answer

Ask a question, and then give a word; a student answers, using this word with too as in the example.

Example: T: Why can't he walk to school? sick
S: He can't walk to school, because he's too sick.

- | | |
|---|-----------|
| 1. Why can't he take the money? | honest |
| 2. Why can't he hurry? | weak |
| 3. Why can't he buy a ship? | poor |
| 4. Why can't he carry the money? | dishonest |
| 5. Why can't he watch the children? | careless |
| 6. Why can't he stand behind the picture? | important |
| 7. Why can't he work in the winter? | old |
| 8. Why can't he sleep? | serious |
| 9. Why can't he go with them? | busy |
| 10. Why can't he use the money? | rich |
| 11. Why can't he give the example? | proud |
| 12. Why can't he sit in this chair? | fat |
| 13. Why can't he work at night? | lazy |
| 14. Why can't he ask that question? | polite |
| 15. Why can't he go to the workshop? | sick |

Drill 15. - Dictation

Before beginning, remind the students of the need to indent the first word of the paragraph, to begin each sentence with a capital letter, and to end the sentence with a period or question mark, as needed.

Do you have a good doctor? Our doctor is very hardworking. He is very generous too. He was here ten minutes ago. He was carrying a heavy bag.

LESSON TWENTY-FOUR

I BASIC TEXT

Ali's Friend

Ali had a wonderful friend three years ago. His name was Faisal and he was 37 years old. He was kind and generous. He was working as a doctor, while Ali was studying in school. He didn't have a family, but he had a big, modern house. There were a lot of interesting books in the house. Some were in Arabic, but others were in English and had many pictures in them. The English books were too difficult for Ali to read, but he was happy while he was looking at the pictures. He was 16 years old at that time.

1. When did Ali have a wonderful friend?
2. Was he older than Ali?
3. How old was he?
4. What was his name?
5. He wasn't a carpenter, was he?
6. Was Dr. Faisal studying with Ali?
7. How many children did Dr. Faisal have?
8. Was Dr. Faisal's house very old?
9. Did Dr. Faisal have any books in his house?
10. Were all the books in Arabic?
11. Didn't Ali have time to read the books?
12. The books weren't difficult, were they?
13. When was Ali happy?

II PRONUNCIATION

Drill 23. s vs. c

sheep-cheap
ship-chip
shoe-chew
shoes-choose
shop-chop

wash-watch
mush-much
crush-crutch
mash-match
hash-hatch

- a. Give the words of the first column; the class listens.
- b. Give the words of the first column; the class repeats.
- c. Follow the same procedure with the words of the second column.
- d. Give each minimal pair from columns one and two; the class repeats.
- e. Follow steps a, b, c, and d with columns three and four.
- f. Point out that the lips, tongue, and the teeth are almost in the same position for s and c. In the pronunciation of c, however, the tip of the tongue touches the tooth ridge during the first part of the sound, as in the pronunciation of t.
- g. Give the two sets of minimal pairs again; the class repeats.
- h. Give the following sentences; the class repeats.

1. He hurt his shin, not his chin.
2. You can choose your new shoes.
3. She was washing while he was watching.
4. He went to the shop to chop the meat.
5. Did that dog chew her shoe?

III DRILLS

Drill 1. - Substitution

Call the attention of the class to the following:

In this drill we introduce had, the past of have/has.
Had is used with both singular and plural subjects.

S₁ asks the question: Can I have some?

S₂ gives a negative reply, and then uses the same word to complete the answer: No, you can't. You had a lot of yesterday.

Reverse the roles of the two students in the middle of the drill.

- | | |
|------------|-------------|
| 1. milk | 10. fruit |
| 2. tea | 11. pencils |
| 3. oranges | 12. rice |
| 4. apples | 13. salad |
| 5. coffee | 14. butter |
| 6. bread | 15. fish |
| 7. meat | 16. water |
| 8. soup | 17. pens |
| 9. cheese | 18. sugar |

Drill 2. - Expansion

Give a word: S₁ makes the statement: I had a good ... yesterday.
 Then give another word and S₂ makes the statement: _____
 had a better yesterday.

Example: T: breakfast
 S₁: I had a good breakfast yesterday.
 T: he
 S₂: He had a better breakfast yesterday.

Reverse the roles of the two groups in the middle of the drill.

- | | | | |
|----------|------|-----------|------|
| 1. desk | he | 5. class | we |
| 2. apple | she | 6. book | she |
| 3. lunch | we | 7. dinner | they |
| 4. car | they | 8. exam | we |

9. chair	he	15. lunch	they
10. picture	she	16. pen	he
11. fan	they	17. holiday	we
12. breakfast	he	18. orange	she
13. mechanic	we	19. dentist	he
14. example	she	20. engine	they

Drill 3. - Transformation

Write the following sentences on the board; then give them and have the class repeat.

His father had a big house.
Did his father have a big house?

Point out that to change a sentence with had into a question we use the helping verb did, followed by the subject, followed by have. Point out also that did and have do not change but are used with both singular and plural subjects.

- a. Students substitute for Ali the following items:

Did Ali have a car yesterday?

- | | | |
|-------------|------------------|-------------------|
| 1. Frank | 6. the doctor | 11. the engineers |
| 2. Salma | 7. we | 12. she |
| 3. you | 8. your brother | 13. our mechanic |
| 4. they | 9. I | 14. their father |
| 5. the boys | 10. your friends | 15. the lawyer |

- b. Give a statement; the class changes it to a question, as in the examples.

Examples: T: The students had an exam yesterday.
S: Did the students have an exam yesterday?

1. That boy had two books.
2. We had three bags yesterday.
3. She had a red umbrella.
4. The cook had much meat last night.
5. His father had many offices.
6. They had six children.
7. This room had many pictures last week.
8. Those soldiers had a brave officer.
9. We had a lot of oranges yesterday.
10. I had much money a year ago.
11. The fisherman had a new ship.
12. The merchant had a big shop.
13. She had tea and fruit.
14. They had many newspapers yesterday.
15. You had a serious clerk last year.

Drill 4. - Substitution

Give a word; a student uses it to complete this question:

Was he a/an?

Then give another word or an expression; another student uses it to complete this question:

Did he have a/an?

Examples: T: dentist
S: Was he a dentist?
T: clinic
S: Did he have a clinic?

- | | | | |
|-------------|----------------|---------------|-----------------|
| 1. lawyer | big office | 10. carpenter | small workshop |
| 2. mechanic | good garage | 11. officer | many soldiers |
| 3. teacher | many students | 12. father | lot of children |
| 4. barber | large shop | 13. farmer | big farm |
| 5. engineer | many engines | 14. dentist | new clinic |
| 6. merchant | much money | 15. judge | busy clerk |
| 7. student | good teacher | 16. secretary | large desk |
| 8. cook | much meat | 17. policeman | many friends |
| 9. doctor | clean hospital | 18. grocer | much food |

Drill 5. - Substitution

a. Did you have milk for breakfast yesterday?

bread	butter	milk
coffee	cheese	coffee
tea.	fruit	cheese

b. Did you have rice for dinner yesterday?

meat	bread	salad
chicken	fish	coffee
soup	cheese	meat

c. Did you have a cup of tea for lunch yesterday?

a piece of bread	a plate of rice	a cup of tea
a glass of milk	a bowl of soup	a dish of fruit

Drill 6. - Transformation

Give a statement; the class changes it to a question.

Examples: T: Ali had breakfast yesterday.
S: Did Ali have breakfast yesterday?

T: She has a new desk.
S: Does she have a new desk?

1. The boy had an apple.
2. We had ten books.
3. They have a big hotel.
4. He has much money.
5. Jasim had some oranges.
6. The girls have an exam.
7. I have three rulers.
8. Salma had a green bag.
9. You had a new watch.
10. She has much fruit.
11. Those boys had many pencils.
12. Frank has an old engine.
13. The mechanic had a big garage.
14. You had a good dinner.
15. The men had a meeting yesterday.
16. We have a lot of bread today.
17. They had many newspapers yesterday.
18. He has a rich uncle.
19. The merchants have much rice today.
20. John had a headache yesterday.

Drill 7. - Question - Answer

Call the attention of the class to the following:

The intensifier too may be used with much or many, as in the following examples and have the class repeat.

She had too much fruit.
They had too many chairs.

Point out that, as already noted, too implies a negative idea, something excessive, more than needed or desired. Again remind the students that the intensifier too should not be substituted for very.

Give a word; S₁ uses it to complete this question:

Did she have a lot of?

S₂ gives an affirmative answer, using too much or too many, as needed, with the word already given:

Yes, she had too much/too many

Examples: T: fruit

S₁: Did she have a lot of fruit?

S₂: Yes, she had too much fruit.

T: chairs

S₁: Did she have a lot of chairs?

S₂: Yes, she had too many chairs.

- | | | |
|------------|------------|--------------|
| 1. food | 7. bread | 13. salad |
| 2. tea | 8. meat | 14. pictures |
| 3. oranges | 9. money | 15. rulers |
| 4. bags | 10. pens | 16. water |
| 5. coffee | 11. apples | 17. soup |
| 6. pencils | 12. cheese | 18. exams |

Drill 8. - Question - Answer

Before the drill, call the attention of the class to the following:

To change a sentence with had into the negative, we use did + not + have:

did + not = didn't.

Give the following examples and have the class repeat:

I didn't have the car yesterday.
 He didn't have any breakfast yesterday.
 They didn't have those pictures yesterday.

For the drill, give a sentence; a student answers as in the example:

Example: T: You had my pen.
 S: No, I didn't have your pen.

Use the following words in place of pen in giving the sentences:

- | | | |
|--------------|--------------|--------------|
| 1. pencil | 7. picture | 13. engine |
| 2. chair | 8. notebook | 14. calendar |
| 3. ruler | 9. fan | 15. cup |
| 4. watch | 10. bag | 16. glass |
| 5. book | 11. money | 17. desk |
| 6. newspaper | 12. umbrella | 18. airplane |

Drill 9. - Question - Answer

Ask a question; a student answers as in the examples, using contractions and the proper pronouns.

Examples: T: Was Laila here yesterday?
 S: No, she wasn't. She didn't have time.
 T: Were the doctors here yesterday?
 S: No, they weren't. They didn't have time.

1. Was Jasim here yesterday?
2. Was Salma here yesterday?
3. Were the men here yesterday?
4. Were you here yesterday? (we)
5. Were the girls here yesterday?

6. Was Frank here yesterday?
7. Was I here yesterday?
8. Was the clerk here yesterday?
9. Was he here yesterday?
10. Were the boys here yesterday?
11. Were the judges here yesterday?
12. Was Fred here yesterday?
13. Were you here yesterday? (I)
14. Were the children here yesterday?
15. Was the mechanic here yesterday?
16. Was Nancy here yesterday?
17. Was his brother here yesterday?
18. Was his sister here yesterday?
19. Was the doctor here yesterday?
20. Were the women here yesterday?

Drill 10. - Transformation

Give a sentence; the class replies as in the example.

Example: T: He had a long meeting yesterday.
S: He didn't have any meeting yesterday.

Use the following in place of yesterday in giving the sentences:

- | | |
|------------------------|------------------------------|
| 1. yesterday morning | 11. the day before yesterday |
| 2. yesterday afternoon | 12. the week before last |
| 3. yesterday evening | 13. two days ago |
| 4. last night | 14. a week ago |
| 5. last week | 15. two weeks ago |
| 6. last month | 16. an hour ago |
| 7. last year | 17. a month ago |
| 8. last summer | 18. many months ago |
| 9. last February | 19. last March |
| 10. last Saturday | 20. last Wednesday |

Drill 11. - Addition

Call the attention of the class to the following:

Point out that in adding tail questions to sentences with had we use:

didn't + pronoun

Give the following examples and have the class repeat:

The doctor had a new car, didn't he?
The girls had expensive bags, didn't they?

Point out that we use did when we add tail questions to negative sentences. Give the following examples and have the class repeat:

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I didn't have an exam, did I?
The men didn't have time, did they?

For short answers we also use did or didn't. Give these examples and have the class repeat:

The doctor had a new car, didn't he? Yes, he did.
They didn't have many apples, did they? No, they didn't.

Students add tail questions to the following:

Examples: T: His sister had an umbrella.
S: His sister had an umbrella, didn't she?

T: They didn't have much food,
S: They didn't have much food, did they?

1. They had lunch at noon,
2. Laila had a new car,
3. He had a lot of fruit,
4. We had four bags,
5. You had some money,
6. She had too much coffee,
7. John had a big farm,
8. The men had a holiday,
9. The cook had some meat,
10. They had an office,
11. The lawyer didn't have many clerks,
12. He didn't have any relatives,
13. She didn't have much butter,
14. Fred didn't have a grocery store,
15. We didn't have a meeting,
16. His sister didn't have a rich uncle,
17. The merchant didn't have many watches,
18. The mechanic didn't have a big garage,
19. It didn't have too much sugar,
20. I didn't have another exam,

Drill 12. - Transformation

The student hears a question; he changes it to the simple past, using yesterday in place of today, as in this example:

Example: T: Does he have a meeting today?
S: Did he have a meeting yesterday?

1. Do they have class today?
2. Do we have an exam today?
3. Does she have a car today?
4. Do I have a secretary today?
5. Does he have a question today?
6. Do they have any time today?

7. Does he have a clerk today?
8. Do we have a good lunch today?
9. Do they have much meat today?
10. Does he have his book today?
11. Does he have a lot of oranges today?
12. Does she have many classes today?
13. Do you have any mail today?
14. Do I have any students today?
15. Does Salma have her bag today?
16. Do you have a difficult exam today?
17. Does the grocer have much food today?
18. Do you have a lot of exams today?
19. Does he have a newspaper today?
20. Does she have a cook today?

Drill 13. - Substitution

They didn't have any food yesterday.

- | | | |
|-------------------|-----------------------|------------------------|
| 1. I | 8. their father | 15. this lazy boy |
| 2. we | 9. her uncle | 16. the sick professor |
| 3. she | 10. my friends | 17. her relatives |
| 4. the man | 11. they | 18. our dentist |
| 5. that girl | 12. the doctor | 19. Sultan |
| 6. those students | 13. the busy merchant | 20. the people |
| 7. his brother | 14. that poor woman | 21. the fisherman |

Drill 14. - Variable Substitution

Base sentence: He has much money.

- | | | |
|-------------|---------------|---------------|
| 1. I | 7. they | 13. statement |
| 2. they | 8. rice | 14. meat |
| 3. coffee | 9. statement | 15. we |
| 4. fish | 10. yesterday | 16. today |
| 5. she | 11. negative | 17. negative |
| 6. question | 12. chicken | 18. oranges |

LESSON TWENTY-FIVE

I DIALOG

Looking for a book

Ali, where's my book?
You had it yesterday.

No, I did not have your book
yesterday.

Yes, you did. I had it on
the desk, and you were using
it.

Fred, I didn't have your book.

Well, who had it?

Maybe Saleh had it. Did you have
the book in class?

Of course I had it in class.
My homework was in it.

Fred, you didn't have your
homework yesterday.

Are you sure?

Yes, the teacher was here five
minutes ago. He was looking for
you and the homework.

Now I'm in trouble. What
am I going to do? I must
find that book.

And I must find a nice quiet place
to study. Good luck!

II PRONUNCIATION

Drill 24. k vs. g.

cab	gab
came	gum
cold	gold
killed	guild
curl	girl
could	good
cut	gut
class	glass

- Give the words of column one; the class listens.
- Give the words of column one; the class repeats.
- Follow the same procedure with the words of column two.
- Give each minimal pair; the class repeats.
- Demonstrate by means of a facial diagram that in the pronunciation of k the tongue touches the velum. k is voiceless; g is the voiced counterpart.
- Give each minimal pair again; the class repeats.
- Give the following sentences; the class repeats.

1. Those girls have lovely curls.
2. Come! Let's buy some gum.
3. Is there any glass in this class?
4. He found some gold on a cold day.
5. Could he find a good cut of meat yesterday?

III VOCABULARY

- | | | |
|--------------|-----------|------------|
| 1. of course | 7. leave | 13. choose |
| 2. trouble | 8. send | 14. pay |
| 3. quiet | 9. build | 15. sell |
| 4. good luck | 10. try | 16. speak |
| 5. could | 11. teach | 17. drive |
| 6. going to | 12. visit | 18. drink |
| | | 19. next |

IV DRILLS

Drill 1. - Substitution

Call the attention of the class to the following:

The past of can is could. Could is used with both singular and plural subjects. The patterns for the use of could are similar to the patterns we used for can.

For the drill, give a word or an expression; a student uses it to complete this sentence:

I could yesterday.

- | | |
|---------------------|----------------------------|
| 1. carry this bag | 11. walk |
| 2. take an exam | 12. wash the floor |
| 3. listen | 13. spell the words |
| 4. repeat | 14. hurry |
| 5. read the book | 15. begin the drill |
| 6. give some money | 16. play with the children |
| 7. start the engine | 17. buy the car |
| 8. clean the desk | 18. watch |
| 9. eat meat | 19. write the answer |
| 10. sleep | 20. work at home |

Drill 2. - Transformation

- a. Call the attention of the class to the fact that the negative of could is could not or couldn't.

For the drill, give a negative statement; a student changes it to the past, using couldn't, and adding either, as in the examples.

Examples: T: He can't find the bag today.
S: He couldn't find the bag yesterday either.

T: We can't wash the floor today.
S: We couldn't wash the floor yesterday either.

1. He can't walk to school today.
2. They can't come today.
3. She can't work today.
4. I can't study today.
5. Fred can't eat fish today.
6. They can't go today.
7. You can't go today.
8. My father can't sleep today.
9. The boy can't play today.
10. The girls can't give much money today.
11. We can't give the answer today.
12. Salma can't hurry today.
13. He can't watch TV today.
14. They can't bring the desk today.

b. Give these sentences and have the class repeat:

You could see the airplane yesterday.
Could you see the airplane yesterday?

Call the attention of the class to the word order in a question with could. Point out also that the short answer to the above question is: Yes, I could or No, I couldn't.

Give a word or an expression; S₁ uses it to complete this question:

Could he yesterday?

S₂ gives a negative short answer:

No, he couldn't.

- | | | |
|----------------------|-------------------|---------------------|
| 1. carry the books | 6. go to school | 11. spell the words |
| 2. find the answer | 7. study | 12. play |
| 3. stop the engine | 8. eat much salad | 13. wash the auto |
| 4. buy many watches | 9. read a lot of | 14. open the door |
| 5. help his neighbor | books | 15. work at home |
| | 10. walk | |

Drill 3. - Question - Answer

Ask a question, and then give a word; the class answers, using this word with too, as in the example.

Example: T: Why couldn't he go with them? busy
 S: He couldn't go with them, because he was too busy.

- | | |
|--|-----------|
| 1. Why couldn't he work in the summer? | old |
| 2. Why couldn't he carry the money? | dishonest |
| 3. Why couldn't he watch the children? | careless |
| 4. Why couldn't he walk home? | sick |

5. Why couldn't he buy those books?	poor
6. Why couldn't he hurry?	weak
7. Why couldn't he sit in that chair?	fat
8. Why couldn't he help those men?	busy
9. Why couldn't he go to the workshop?	lazy
10. Why couldn't he eat much food?	sick
11. Why couldn't he spell many words?	careless
12. Why couldn't he ask that question?	polite
13. Why couldn't he use that money?	rich
14. Why couldn't he begin?	careful
15. Why couldn't he go to the cinema?	sad
16. Why couldn't he listen?	happy

Drill 4. - Substitution

Call the attention of the class to the following:

This drill introduces the simple future with going to.
This is how it is formed:

is (am,are) going to + verb

For example,

I am going to study tomorrow.

Only the verb to be (is, am, are) changes, according to the subject.

- a. I am going to study tomorrow.

work	walk	write
eat	sleep	watch TV
read	listen	help

- b. He is going to study tomorrow.

stop	change	come
repeat	watch	work
look	ask	begin

- c. They are going to study tomorrow.

open the windows	have a meeting
do their homework	buy the airplane
eat a lot of fruit	use the new car

Drill 5. - Structure Drill

For this drill divide the class into two groups.

- a. Give a verb; Group A uses it in the ing form to complete this question:

Are you now?

Group B answers as follows, using the same verb with going to:

No, we are going to tomorrow.

Example: Teacher: study

Group A: Are you studying now?

Group B: No, we are going to study tomorrow.

For uniformity, contractions should not be used in this drill.

- | | | |
|----------|-----------|----------|
| 1. study | 4. write | 7. go |
| 2. work | 5. help | 8. begin |
| 3. read | 6. listen | 9. watch |

- b. Follow the direction of a., but reversing the roles of the two groups, and according to this example:

Teacher: work

Group B: Are we working now?

Group A: No, you are going to work tomorrow.

- | | | |
|----------|-----------|-----------|
| 1. play | 4. start | 7. study |
| 2. wash | 5. repeat | 8. change |
| 3. hurry | 6. read | 9. help |

Drill 6. - Expansion

Point out that in changing sentences with going to to the negative, we use not after the verb to be. Give the following examples and have the class repeat.

He is not going to work tomorrow.

- a. Give a negative statement; a student replies as in the example.

Example: T: I'm not going to buy a car next week.

S: We're not going to buy a car next week either.

For uniformity, in this part of the drill the class should use We're not.

1. I'm not going to read that book next week.
2. I'm not going to eat much bread next week.
3. I'm not going to begin the lesson next week.
4. I'm not going to help the cook next week.
5. I'm not going to start next week.
6. I'm not going to work next week.
7. I'm not going to walk to school next week.
8. I'm not going to take an exam next week.

- b. Follow the directions of a., but according to this example:

Example: T: He isn't going to open it next month.

S: They aren't going to open it next month either.

For uniformity, in this part of the drill the class should use They aren't.

1. He isn't going to use much coffee next month.
2. He isn't going to come here next month.
3. He isn't going to ask Fred next month.
4. He isn't going to close the shop next month.
5. He isn't going to watch next month.
6. He isn't going to be generous next month.
7. He isn't going to be happy next month.
8. He isn't going to have much meat next month.

Drill 7. - Expansion

- a. Give a statement; the class answers as in the example.

Example: T: It's cold today.

S: Yes, but it's not going to be cold tomorrow.

- | | |
|-----------------------|----------------------|
| 1. It's hot today. | 5. It's humid today. |
| 2. It's windy today. | 6. It's dry today. |
| 3. It's cloudy today. | 7. It's warm today. |
| 4. It's wet today. | 8. It's rainy today. |

- b. Give a statement; the class answers as in the example.

Example: T: It's dusty this month.

S: Yes, but it isn't going to be dusty next month.

- | | |
|-------------------------------|------------------------------------|
| 1. It's cool this month. | 5. It's cold and dry this month. |
| 2. It's sunny this month. | 6. It's wonderful this month. |
| 3. It's dry this month. | 7. It's warm and humid this month. |
| 4. It's beautiful this month. | 8. It's fine this month. |

Drill 8. - Transformation

Give these sentences and have the class repeat:

He is going to study tomorrow.
Is he going to study tomorrow?

They are going to study tomorrow.
Are they going to study tomorrow?

Give a statement; a student changes it to a simple question.

1. He is going to work tomorrow.
2. She is going to be proud next month.
3. They are going to have a holiday tomorrow.
4. That boy is going to be sick tomorrow.
5. The lawyer is going to have a meeting tomorrow.
6. We are going to listen tomorrow.
7. They are going to open it next week.
8. The barber is going to come next week.

9. They are going to watch tomorrow.
10. He is going to stop next year.
11. I am going to hurry tomorrow.
12. He is going to give some money next week.
13. The merchants are going to buy much tea next week.
14. The farmer is going to have a lot of fruit next month.
15. It is going to be a difficult lesson next Monday.

Drill 9. - Addition

Give the following sentences and have the class repeat:

He's going to study, isn't he? Yes, he is.

They aren't going to begin, are they? No, they aren't.

Students add a tail question and give a short answer.

1. He's going to study,
2. She's going to start,
3. You're going to hurry,
4. They're going to work,
5. We're going to walk,
6. The boys are going to come,
7. She's going to watch,
8. I'm going to use it,
9. They're going to begin,
10. He's going to eat,
11. We aren't going to open it,
12. He isn't going to ask a question,
13. They aren't going to stop,
14. I'm not going to read,
15. She isn't going to buy it,
16. You aren't going to change,
17. They aren't going to sit there,
18. He isn't going to help,
19. We aren't going to wash it,
20. They aren't going to do it,

Drill 10. - Substitution

a. Give each of the following twice; the class repeats.

- | | | | |
|----------|----------|-----------|-----------|
| 1. leave | 4. try | 7. choose | 10. speak |
| 2. send | 5. teach | 8. pay | 11. drive |
| 3. build | 6. visit | 9. sell | 12. drink |

b. Give two words; the class uses them in the blank spaces to complete these sentences:

We're not going to We're going to

Example: T: eat sleep
 S: We're not going to eat. We're going to sleep.

- | | | | |
|-----------|--------|-----------|--------|
| 1. teach | study | 11. stop | try |
| 2. walk | drive | 12. read | write |
| 3. take | send | 13. bring | take |
| 4. work | visit | 14. go | come |
| 5. drink | eat | 15. watch | work |
| 6. buy | sell | 16. pay | change |
| 7. choose | leave | 17. hurry | walk |
| 8. listen | repeat | 18. build | watch |
| 9. start | stop | 19. speak | listen |
| 10. give | take | 20. sell | give |

Drill 11. - Question - Answer

1. Where did you have dinner yesterday?
2. What time did you have dinner?
3. What did you have for dinner?
4. Were you eating with your friends?
5. Did you have much rice?
6. When do you have a lot of fish?
7. Did you have much salad?
8. Did you have much sugar in your coffee?
9. Did you have tea for breakfast?
10. How many cups of tea did you have?
11. Is tea hotter than milk?
12. Can you make cheese?
13. This meat is too cold. Can you eat it?
14. Do you always have soup for breakfast?
15. How many pieces of bread did you have for breakfast?
16. Are you going to bring your father here next week?
17. Where are you going to do your homework?
18. When are the students going to have a holiday?
19. Why couldn't you go to Bahrain last week?
20. You could speak English a year ago, couldn't you?

Drill 12. - Addition

The student listens and repeats the following sentences:

He could start the engine yesterday, couldn't he?
 Yes, he could.

They couldn't sleep last night, could they?
 No, they couldn't.

The attention of the student is called to the fact that for could the pattern for tail question and short answer follows the pattern he used for can.

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. They could walk last night,
2. You could eat fruit last week,
3. She could go to the sea yesterday,
4. I could give the answer yesterday,
5. They could give money last month,
6. That boy could go to school yesterday,
7. She could help her friend last week,
8. He could work in the office last month,
9. We couldn't see the airplane yesterday,
10. Frank couldn't play last week,
11. Salma couldn't watch TV last night,
12. They couldn't come yesterday,
13. We couldn't find the answers yesterday,
14. He couldn't take the exam yesterday,
15. I couldn't open the door last night,

Drill 13. - Expansion

- a. The student hears a statement; he replies as in the example.

Example: T: He's going to be a doctor.
S: I'm going to be a doctor too.

1. He's going to be a mechanic.
2. He's going to be a merchant.
3. He's going to be a dentist.
4. He's going to be an officer.
5. He's going to be a farmer.
6. He's going to be an operator.
7. He's going to be a carpenter.
8. He's going to be a soldier.
9. He's going to be a grocer.
10. He's going to be a policeman.
11. He's going to be a teacher.
12. He's going to be an engineer.
13. He's going to be a secretary.
14. He's going to be a tailor.

- b. The student hears a statement; he replies as in the example.

Example: T: They're going to work tomorrow.
S: We're going to work tomorrow too.

1. They're going to study tomorrow.
2. They're going to begin next week.
3. They're going to write tomorrow.
4. They're going to listen tomorrow.
5. They're going to take it next week.
6. They're going to come next month.
7. They're going to stop tomorrow.
8. They're going to use it next week.
9. They're going to help tomorrow.
10. They're going to do it tomorrow.
11. They're going to start next month.
12. They're going to walk tomorrow.

Drill 14.

The student hears a time expression; he uses it with at, on, or in, as needed, to complete this sentence:

He isn't going to begin

Examples: T: two o'clock
S: He isn't going to begin at two o'clock.

T: Monday
S: He isn't going to begin on Monday.

T: June
S: He isn't going to begin in June.

- | | | |
|----------------------|-----------------|--------------------|
| 1. three o'clock | 8. Tuesday | 15. May 16 |
| 2. quarter to six | 9. Saturday | 16. November 25 |
| 3. half past five | 10. the summer | 17. 1985 |
| 4. twenty past five | 11. the spring | 18. 1980 |
| 5. ten to seven | 12. January | 19. June 1978 |
| 6. midnight | 13. April | 20. August 1983 |
| 7. quarter past four | 14. December 23 | 21. five to eleven |

Drill 15. - Review

- a. Pronunciation
- b. Dialog

Drill 16. - Dictation

Dictate the following words; have the class write each word and then the comparative form.

- | | | | | |
|-------------|----------|----------|--------------|---------|
| 1. great | 2. dirty | 3. good | 4. wonderful | 5. lazy |
| 6. careless | 7. sad | 8. brave | 9. happy | 10. bad |

LESSON TWENTY-SIX

I DIALOG

Review Dialog of Lesson 25. Take part of one speaker and have the class reply to you; then reverse parts. Divide the class into two groups and have them do the dialog.

II PRONUNCIATION

Drill 25. dj

job	engine	change
George	soldier	orange
Jim	engineer	judge
June	religion	age
July	enjoy	package

- Give the words of column one; the class listens.
- Give the words of column one; the class repeats.
- Follow the same procedure with columns two and three.
- Point out that in the pronunciation of dj the tip of the tongue touches the tooth ridge and stops the air stream during the first part of the sound, which is almost like d in day.
- Give again the words of each column; the class repeats.
- Give the following sentences; the class repeats.
 - Jim had a job in June.
 - The judge asked the soldier his age.
 - Was it in June or in July?
 - George enjoyed the joke.
 - The engineer will change the engine.

III DRILLS

Drill 1. - Question - Answer

Give a verb; S₁ uses the verb in a question; then give a word or phrase, and S₂ answers, using that word or phrase. Reverse roles at mid-point.

Example: T: work
S₁: Who is going to work tomorrow?
T: the clerks
S₂: The clerks are going to work tomorrow.

1. study	the students
2. pay	I
3. drive	he
4. speak	the teacher
5. leave	we
6. build	the engineers

- | | |
|------------|---------------------|
| 7. try | another doctor |
| 8. teach | you |
| 9. visit | the relatives |
| 10. choose | that girl |
| 11. listen | they |
| 12. hurry | the women |
| 13. sell | the merchants |
| 14. begin | the lawyer |
| 15. come | their friends |
| 16. help | her father |
| 17. watch | the other policemen |
| 18. eat | we |
| 19. write | his sister |
| 20. start | the secretary |

Drill 2. - Substitution

Call the attention of the class to the following:

In this drill the pronouns myself, himself, etc... are not used as emphasizing pronouns as they were in an earlier drill. Here they are used as reflexive pronouns. For example:

He is going to wash himself.

In this sentence, himself does not emphasize the meaning; it is the object of the verb wash. The man is not going to wash a car or a floor, but himself.

For the drill, give a word or an expression; the class uses it in the first blank space, and then uses the correct reflexive pronoun in the second blank space, to complete this sentence:

..... am/is/are going to teach

Examples: T: I

S: I am going to teach myself.

T: the men

S: The men are going to teach themselves.

- | | | |
|-----------------|------------------|------------------|
| 1. we | 7. you | 13. the children |
| 2. he | (singular) | 14. these women |
| 3. she | 8. this boy | 15. I |
| 4. that man | 9. her uncle | 16. our servants |
| 5. my brother | 10. his sister | 17. your father |
| 6. their father | 11. their uncle | 18. the servants |
| | 12. you (plural) | |

Drill 3. - Question - Answer

Give a verb; S₁ uses the verb in a question; then give a word or a phrase and S₂ answers, using that word or phrase. Reverse roles at mid-point.

Example: T: work
 S₁: Where are they going to work?
 T: at the bank
 S₂: They are going to work at the bank.

- | | |
|-------------------|-----------------------|
| 1. study | at the library |
| 2. sleep | at home |
| 3. bring the car | to the garage |
| 4. start | at the shop |
| 5. eat | at the restaurant |
| 6. find the money | at the bank |
| 7. take the exam | at school |
| 8. try the fruit | at the farm |
| 9. listen | near the door |
| 10. stand | under the picture |
| 11. stop | at the bus station |
| 12. ask | at the travel office |
| 13. sit | behind the table |
| 14. put the car | in the parking lot |
| 15. play | in front of the house |
| 16. see the boy | at the hospital |
| 17. build it | at the workshop |
| 18. visit him | at the store |
| 19. work | near the greenhouse |

Drill 4. - Question - Answer

Ask a question; a student makes a short negative answer and then makes a statement, as in the example, stressing going.

Example: T: Did they have a car?
 S: No, they didn't, but they're going to have a car.

1. Did they have an exam?
2. Did they have a holiday?
3. Did they have an office?
4. Did they have a clinic?
5. Did they have a workshop?
6. Did they have an airplane?
7. Did they have a new house?
8. Did they have a big meal?
9. Did they have a new desk?
10. Did they have a garage?
11. Did they have a hospital?
12. Did they have many bags?
13. Did they have a new engine?
14. Did they have a lab?
15. Did they have many children?
16. Did they have a lot of food?
17. Did they have a large house?
18. Did they have a library?
19. Did they have many books?
20. Did they have a parking lot?

Drill 5. - Expansion

Give a statement; a student answers as in the examples.

Examples: T: He's working this week.
S: Yes, and he's going to work next week too.
T: Those boys are studying this week.
S: Yes, and they're going to study next week too.

1. The engineers are building this week.
2. She is driving this week.
3. The students are taking exams this week.
4. The doctor is visiting this week.
5. I'm teaching this week.
6. She's walking to school this week.
7. The policemen are watching this week.
8. The grocer is selling a lot of food this week.
9. Frank is sitting there this week.
10. The men are using the engine this week.
11. He is working at the bank this week.
12. She's buying a lot of fruit this week.
13. Salma is trying this week.
14. He is choosing the servants this week.
15. He's changing the rooms this week.
16. Jasim is washing cars this week.
17. The women are drinking a lot of tea this week.
18. We're reading many books this week.

Drill 6. - Expansion

Give a word or an expression; the class makes a statement, according to the example.

Example: T: work
S: I wasn't working yesterday, but I'm going to work tomorrow.

- | | | |
|------------|-----------|----------------|
| 1. drive | 8. write | 15. stand here |
| 2. sell it | 9. read | 16. walk |
| 3. listen | 10. look | 17. use it |
| 4. teach | 11. try | 18. repeat |
| 5. help | 12. visit | 19. do it |
| 6. watch | 13. hurry | 20. drink tea |
| 7. build | 14. eat | 21. work |

Drill 7. - Double Substitution

Inform the class that this drill practices the use of past and future expressions of time.

For the drill divide the class into two groups.

Give a past time expression; Group A uses it to complete this sentence:

I was there.....

Then give a future time expression; Group B uses it to complete this sentence:

We're going to be there.....

1. yesterday	tomorrow
2. last night	tomorrow night
3. yesterday morning	tomorrow morning
4. yesterday afternoon	tomorrow afternoon
5. yesterday evening	tomorrow evening
6. last week	next week
7. last month	next month
8. last year	next year
9. last summer	next summer
10. last Sunday	next Sunday
11. last Wednesday	next Wednesday
12. five minutes ago	five minutes from now
13. a half hour ago	a half hour from now
14. an hour ago	an hour from now
15. two days ago	two days from now
16. a week ago	a week from now
17. a month ago	a month from now
18. a year ago	a year from now

Drill 8. - Substitution

Inform the class that this drill introduces the simple future tense with will. Point out that like can, could, should, and must, will is used with singular and plural subjects; it does not change; neither does the verb that follows it.

Give these examples and have the class repeat:

I will study tomorrow.
He will work tomorrow.
They will come tomorrow.

For the drill give a word or an expression; the class uses it in the blank space as the subject of this sentence:

..... will help tomorrow.

- | | | |
|---------|-------------------|--------------------|
| 1. I | 8. those men | 15. that officer |
| 2. you | 9. these girls | 16. his servants |
| 3. he | 10. his brother | 17. her relatives |
| 4. she | 11. the secretary | 18. the new doctor |
| 5. it | 12. my friends | 19. their sisters |
| 6. we | 13. the engineer | 20. Fred |
| 7. they | 14. our neighbors | 21. Saleh |

Drill 9. - Substitution

- a. Give a word; a student uses it to complete this sentence:

He will next week.

- | | | |
|----------|----------|----------|
| 1. come | 4. try | 7. drive |
| 2. stop | 5. leave | 8. help |
| 3. write | 6. teach | 9. work |

b. Give a word from a., the class uses it to complete this sentence:

They will three days from now.

c. Give a word from a., the class uses it to complete this sentence:

I will the day after tomorrow.

Drill 10. - Transformation

Give the following sentences and have the class repeat:

He will work tomorrow.
Will he work tomorrow?

Call the attention of the class to the word order in a question with will. Point out also that the short answer to the above question is: Yes, he will or No, he won't.

Give a statement; a student changes it to a simple question, as in the example above.

1. I will study tomorrow.
2. She will buy the car tomorrow.
3. They will begin tomorrow.
4. We will listen tomorrow.
5. You will see tomorrow.
6. They will sleep tomorrow.
7. The men will pay tomorrow.
8. Fred will try tomorrow.
9. She will leave tomorrow.
10. They will bring it tomorrow.
11. Salma will drive tomorrow.
12. Those cooks will come tomorrow.
13. His brother will watch tomorrow.
14. I will sell the meat tomorrow.
15. The doctors will have tea tomorrow.
16. George will be busy tomorrow.
17. They will choose him tomorrow.
18. We will walk home tomorrow.
19. She will read it tomorrow.
20. John will help tomorrow.

Drill 11. -

Call the attention of the class to the following:

To change sentences with will to the negative, we use the same pattern as that for can, should, must. The short form of will not is won't.

Give the sentences of Drill 10 above; the class changes them to the negative, using the short form won't.

Example: T: He will work tomorrow.
S: He won't work tomorrow.

Drill 12. - Comprehension and Reading

The Carpenter

Fred is a carpenter. He is serious and hardworking. He has a small shop in front of the hotel. He is going to have a bigger shop next year. He does not have much space in his shop now. He is going to be happier in his new shop.

Fred didn't have a holiday last year. He was too busy and his three children were sick. He is going to take his family to a farm next summer. They are going to enjoy themselves and have a lot of fun.

After the second reading, follow the true or false procedure indicated in Lesson 19, using the following statements.

1. Fred is going to be a serious dentist.
2. Fred's shop is behind the hotel.
3. There is not much space in Fred's shop now.
4. Fred is lazy now, but he is going to be hardworking.
5. Fred had a bigger shop last year.
6. Fred was working in a hotel.
7. Fred's children were very busy.
8. Fred's wife was sick.
9. Fred is going to be happier next year.
10. Fred was living at a farm last summer.
11. Fred didn't have a holiday last year.
12. Fred couldn't take a holiday, because he was too sick.
13. Fred's children were sick last summer.
14. Fred has five children.
15. Fred and his family are going to have a lot of fun next summer.

After finishing the work with these statements, read the paragraph a third time. Have the students practice reading, as indicated in Lesson 18.

Drill 13. - Expansion

Give a statement; the class replies as in the examples, using object pronouns.

Examples: T: you should bring it.
S: Don't worry. I'm going to bring it.

T: You should read that newspaper.
S: Don't worry. I'm going to read it.

T: You should help us.
S: Don't worry. I'm going to help you.

1. You should wash it.
2. You should visit that girl.
3. You should drive that car.
4. You should take them.
5. You should choose him.
6. You should buy it.
7. You should eat the orange.
8. You should sell that house.
9. You should drink that milk.
10. You should pay those men.
11. You should try his airplane.
12. You should thank us.
13. You should carry that bag.
14. You should use those offices.
15. You should watch me.
16. You should help us.
17. You should find the cook.
18. You should teach those children.
19. You should start the engine.
20. You should leave her.

Drill 14. - Transformation

The student hears a statement; he asks a question as in the examples, changing the time expression as needed.

Examples: T: He was studying yesterday.
S: Is he going to study tomorrow too?

T: They were driving last night.
S: Are they going to drive tomorrow night too?

1. He was studying yesterday.
2. They were driving last night.
3. Fred was teaching yesterday.
4. She was using it last week.
5. We were reading yesterday.
6. He was working last month.
7. They were trying it last month.
8. She was visiting last Sunday.
9. I was helping them yesterday.
10. He was carrying it last week.
11. They were building it last month.
12. She was hurrying yesterday.
13. I was washing the car last week.
14. He was eating five minutes ago.
15. George was walking an hour ago.
16. He was selling fruit yesterday.
17. They were watching me last week.
18. Salma was sending the book yesterday.
19. He was changing the room last month.
20. Thani was sitting here last year.

Drill 15. - Expansion

The student hears a statement; he replies, using the comparative and a future time expression, as in the examples.

Examples: T: He's rich.

S: He's going to be richer a year from now.

T: He's serious.

S: He's going to be more serious a year from now.

For the statement, use the following in place of rich.

- | | | |
|-------------|--------------|-----------------|
| 1. strong | 8. honest | 15. friendly |
| 2. smart | 9. important | 16. polite |
| 3. handsome | 10. proud | 17. brave |
| 4. lazy | 11. fat | 18. poor |
| 5. busy | 12. healthy | 19. good |
| 6. tall | 13. generous | 20. hardworking |
| 7. happy | 14. careless | 21. rich |

Drill 16. - Question - Answer

The student hears a question; he answers as in the examples.

Examples: T: Is he studying now?

S: No, he isn't. He will study tomorrow.

T: Are they selling the car now?

S: No, they aren't. They will sell the car tomorrow.

1. Is he working now?
2. Is she paying it now?
3. Is John teaching now?
4. Is Salma reading now?
5. Are they studying now?
6. Are you driving now?
7. Are we helping now?
8. Is he saying the words now?
9. Is she starting now?
10. Are they trying now?
11. Is your brother leaving now?
12. Is she eating now?
13. Are they changing now?
14. Are we building now?
15. Is he selling it now?
16. Am I finding the answer now?
17. Are they drinking the milk now?
18. Are they closing it now?
19. Is he writing now?
20. Is she repeating it now?

LESSON TWENTY-SEVEN

I BASIC TEXT

My name is Ahmad. I am 35 years old. I am from Abu Dhabi. I work as a teacher for the government. I am married and I have four children: two boys and two girls. My children go to school. They go to school every day. They like school very much.

I have a lot of work. I have to work every day. My life is difficult, but I am happy with my family. I love my wife and my children very much.

II PRONUNCIATION

Drill 26. - s c dj

Note: The sounds s, c, and dj have already been presented. Here they are compared and contrasted.

sheep	cheap	jeep
shin	chin	jinn
shoe	chew	ju
sham	cham	jam
shar	char	jar
ship	chip	gyp

- Give the words of the first set, one at a time, the class repeats.
- Follow the same procedure with the second and third sets.
- Give the words horizontally, in groups of three, e.g., sheep, cheap, jeep; the class repeats.
- Give a word; ask an individual student to give the two words containing the other two sounds; e.g., give cheap, and the student gives sheep, jeep.
- Give the following sentences; the class repeats.
 - The cheap jeep hit the sheep.
 - The shoes are very large.
 - The judge gave a short speech.
 - Jim likes these shoes very much.
 - The child cut his cheek.

III DRILLS

Drill 1. - Question - Answer

Ask a question; a student answers as in the examples.

- Examples: T: Can he work?
S: Yes, he can, but he won't work tomorrow.
- T: Can they buy the car?
S: Yes, they can, but they won't buy it tomorrow.

1. Can he write?
2. Can she study?
3. Can you drive?
4. Can they sell the car?
5. Can John pay?
6. Can I visit Fred?
7. Can he take the money?
8. Can she carry that bag?
9. Can they begin it?
10. Can Salma start?
11. Can he choose the men?
12. Can they send the food?
13. Can they help that man?
14. Can she eat the fish?
15. Can he visit them?
16. Can they stop the engine?
17. Can we find the answer?
18. Can George walk to school?
19. Can they wash the floor?
20. Can he use it?

Drill 2. - Transformation

Inform the class that with will we use the following contractions. Give each full form and contracted form twice and have the class repeat.

I will	I'll	We will	We'll
You will	You'll	You will	You'll
He will	He'll	They will	They'll
She will	She'll		
It will	It'll		

For the drill, give a sentence; a student repeats the sentence but uses the contracted form.

Example: T: I will come next week.
S: I'll come next week.

1. I will speak next week.
2. He will leave tomorrow morning.
3. She will teach tomorrow afternoon.
4. They will work tomorrow night.
5. You will choose tomorrow morning.
6. We will begin two days from now.
7. He will start five minutes from now.
8. It will stop three days from now.
9. He will have it next year.
10. They will bring it next month.
11. I will pay it next summer.
12. They will try it next Tuesday.
13. It will open next Friday
14. You will have it next Saturday.
15. They will send it next week.

16. He will study it tomorrow night.
17. I will be there tonight.
18. She will drive tomorrow morning.
19. We will see you tomorrow.
20. They will look next Thursday.

Drill 3. - Double Substitution

Inform the class that this drill introduces if-clauses. Point out that the future is not used in the if-clause.

Example: T: smart like
 S: If he is smart, you will like him.

- | | |
|-----------------|------------|
| 1. good | help |
| 2. generous | thank |
| 3. honest | use |
| 4. sick | visit |
| 5. lazy | teach |
| 6. friendly | try |
| 7. polite | choose |
| 8. serious | study with |
| 9. brave | watch |
| 10. hardworking | use |
| 11. old | ask |
| 12. tall | see |
| 13. poor | help |
| 14. great | listen to |
| 15. careful | work with |
| 16. happy | sit with |
| 17. small | carry |
| 18. kind | walk with |

Drill 4. - Double Substitution

Give a word; S₁ uses it to ask a question. Give another word; and S₂ answers as in the example.

Example: T: come
 S₁: Will you come?
 T: sad
 S₂: No, I won't. I'm too sad.

Reverse the roles of the two students in the middle of the drill.

- | | |
|----------|------|
| 1. come | sad |
| 2. go | old |
| 3. drive | weak |
| 4. leave | busy |
| 5. write | lazy |
| 6. stand | tall |
| 7. sit | fat |

8. ask	proud
9. walk	weak
10. start	careful
11. eat	hot
12. watch	hardworking
13. build	poor
14. try	busy
15. sell	rich
16. study	old
17. speak	young
18. play	cold

Drill 5. - Double Substitution

Before beginning the drill, quickly review the ordinal numbers from first to thirty-first; give each number and have the class repeat.

For the drill, ask a question; the class gives a short negative answer and then makes a statement, using the next ordinal number, as in the examples.

Examples: T: Will it be on January first?
S: No, it won't. It will be on January second.

T: Will it be on January second?
S: No, it won't. It will be on January third.

Drill 6. - Question - Answer

Point out that in this drill the word later means some time in the future.

Ask a question; the class answers as in the example, stressing will, in the full form.

Example: T: Is the airplane leaving now?
S: No, but it will leave later.

1. Is he working now?
2. Are you coming now? (I)
3. Is it starting now?
4. Are they going now?
5. Is she washing now?
6. Is he choosing now?
7. Are they speaking now?
8. Are you reading now? (we)
9. Is he paying now?
10. Are they driving now?
11. Is he teaching now?
12. Are they visiting now?
13. Are you building now? (we)
14. Is he watching now?
15. Are they selling now?

16. Are you writing now? (I)
17. Are we helping now?
18. Is she listening now?
19. Is it stopping now?
20. Are you studying now? (we)

Drill 7. - Transformation

Point out that to express future time, will may be used in place of is/am/are going to. Give these examples and have the class repeat:

He is going to study tomorrow.
He will study tomorrow.

They are going to work tomorrow.
They will work tomorrow.

Give a statement; a student uses will in place of am/is/are going to and repeats the statement, as in the examples above. In this drill contractions should not be used.

1. I am going to drive that old car.
2. That careless man is going to leave.
3. She is going to carry the children.
4. They are going to visit their relatives.
5. The school is going to close in June.
6. He is going to buy those books.
7. The office is going to open.
8. His friends are going to come.
9. My uncle is going to build a new house.
10. He is going to choose two operators.
11. This room is going to be dirty.
12. It is going to be very cold tomorrow.
13. He is going to eat too much.
14. My father is going to buy a lot of fruit.
15. Fred is going to teach in Jeddah.
16. I am going to try the new auto.
17. We are going to play with the children.
18. She is going to give the money tomorrow.

Drill 8. - Dictation

Follow the procedure indicated in Lesson 19.

Many students had three important exams last week. They could not watch TV, because they were too busy. They are going to have another exam next week. They are not going to have much time next week either.

Drill 9. - Transformation

Examples: T: Am I going to ask the questions?
S: Will I ask the questions?

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T: He isn't going to give the answer.
S: He won't give the answer.

1. Am I going to ask the questions?
2. He isn't going to give the answer.
3. We're not going to eat there.
4. Is she going to study next year?
5. Are they going to be more careful?
6. You're not going to be very rich.
7. She's not going to come.
8. Are we going to have another exam?
9. Are the children going to be cold?
10. That merchant is not going to be rich.
11. It is not going to be hotter tomorrow.
12. Is it going to begin next month?
13. Is the lawyer going to come here?
14. The judge is not going to sit there.
15. We're not going to have soup today.
16. Their father is not going to be strict.
17. Is she going to come with him?
18. Are they going to do that themselves?

Drill 10. - Substitution

Remind the class that questions with question words like when, where, etc... have the word order of simple questions, with the question word coming first.

Give a base sentence; the class changes it to a simple question. Then give a question word; the class uses it to ask a question. Then give the correct question and have the class repeat. Use the same question words with all the base sentences:

what, when, why, where, at what time

Example: Teacher

Class

He will study.

Will he study?

what

What will he study?

when

When will he study?

where

Where will he study?

at what time

At what time will he study?

why

Why will he study?

1. He will pay.

4. I will drive.

2. They will start.

5. We will teach.

3. She will teach.

6. They will stop.

Drill 11. - Double Substitution

Give a word; S₁ uses it to ask a question:

Whose.....will we use?

Then give another word or phrase, and S₂ answers as in the examples.

Examples: T: car
 S₁: Whose car will we use?
 T: John
 S₂: We'll use John's car.

- | | |
|----------------|---------------|
| 1. room | Jasim |
| 2. bag | Laila |
| 3. clinic | the dentist |
| 4. farm | Jim |
| 5. money | Ali |
| 6. garage | the mechanic |
| 7. airplane | their |
| 8. book | Fred |
| 9. house | his |
| 10. workshop | the carpenter |
| 11. fan | Sultan |
| 12. ship | fisherman |
| 13. library | teacher |
| 14. hospital | the doctors |
| 15. restaurant | Hamad |
| 16. office | your |
| 17. store | the merchant |
| 18. lab | our |
| 19. engine | Aziz |
| 20. shop | the painter |

Drill 12. - Question - Answer

Follow the procedure for previous drills of this kind.

1. When are we going to have the next English exam?
2. Will it be an important exam?
3. Are the other teachers going to give exams?
4. When was the last English exam?
5. How many exams did you have last week?
6. When will we have a holiday?
7. Isn't there going to be a holiday next month?
8. Why can't you teach yourself English?
9. Where will you go tomorrow evening?
10. Will you be in trouble, if you don't have your book?
11. What can you find at the hospital?
12. Will a dishonest man be happy?
13. Where will you be next summer?
14. Will you be sad, if your friend is sick?
15. When is the library going to close?
16. Are you going to visit the library tomorrow?
17. You won't be lazy, will you?
18. Is your friend going to sell his car?
19. Will you be rich in ten years?
20. When will your father be proud of you?

Drill 13. - Transformation

- a. When S₁ hears a word, he uses it in a command:

Be.....!

S₂ uses the same word in a response, according to the example.

Example: T: careful
S₁: Be careful
S₂: I'll be careful.

- | | | |
|-------------|-----------|-----------|
| 1. serious | 4. honest | 7. strong |
| 2. generous | 5. brave | 8. strict |
| 3. friendly | 6. happy | 9. good |

b. This is the same as above, but for negative commands.

Example: T: careless
S₁: Don't be careless.
S₂: I won't be careless.

- | | | |
|--------------|----------|----------|
| 1. lazy | 4. sick | 7. weak |
| 2. dishonest | 5. dirty | 8. sad |
| 3. useless | 6. bad | 9. proud |

Drill 14. - Question - Answer

The student hears a question which indicates a choice of two possible answers; he chooses the second answer to make the response, as in the examples. In his answers he uses the contracted forms of will.

Examples: Teacher: Will he be here or at the office?
Student: He'll be at the office.

Teacher: Will they eat here or at the restaurant?
Student: They'll eat at the restaurant.

1. Will he pay here or at the bank?
2. Will she begin here or at the lab?
3. Will he teach here or at the other school?
4. Will you come here or to the Department of Petroleum? (I)
5. Will he sit here or in the new chair?
6. Will I wait here or at the clinic?
7. Will you see him here or at the hospital? (we)
8. Will you drive there or to the garage? (I)
9. Will he stop here or at the swimming pool?
10. Will she stand here or at the bus stop?
11. Will he work here or at the office?
12. Will he build here or behind the greenhouse?
13. Will I start here or at the tennis court?
14. Will you look here or at home? (we)
15. Will she visit here or at school?
16. Will they read here or at the library?
17. Will they try here or at the workshop?
18. Will we find it here or at the farm?
19. Will we sell it here or at the market?
20. Will she use it here or at the parking lot?

Drill 15. - Double Substitution

If you aren't sick, they won't visit you.

- | | |
|-----------------|------------|
| 1. brave | watch |
| 2. serious | study with |
| 3. proud | leave |
| 4. smart | like |
| 5. friendly | try |
| 6. polite | choose |
| 7. honest | use |
| 8. generous | thank |
| 9. good | help |
| 10. old | ask |
| 11. happy | sit with |
| 12. small | carry |
| 13. tall | see |
| 14. hardworking | choose |
| 15. useful | bring |
| 16. kind | walk with |
| 17. careful | work with |
| 18. handsome | bring |
| 19. poor | help |
| 20. great | listen to |

Drill 16. - Addition

The student listens and repeats the following sentences:

He'll study at school, won't he? Yes, he will.
He won't be careless, will he? No, he won't.

The attention of the student is called to the fact that for will the pattern for tail question and short answer follows the pattern he used for can, should, must.

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. He'll come,
2. She'll sell the car,
3. She'll drive home,
4. They'll pay the merchant,
5. I'll choose the operator,
6. We'll use that engine,
7. They'll visit the sick girl,
8. He'll build a new house,
9. She'll thank the doctor,
10. We'll go in January,

11. The cook won't have too much food,
12. You won't change the time,
13. He won't be too busy,
14. She won't do it herself,
15. The old man won't eat much fruit,
16. You won't leave next week,
17. He won't sell the airplane,
18. The engineer won't build here,
19. She won't walk to school,
20. They won't carry the children,

LESSON TWENTY-EIGHT

I DIALOG

Talking over plans

Are you going to watch the football game tomorrow afternoon?

No, I'm not. My car isn't working. I couldn't start it last night.

What's the matter with it?

I'm going to see the mechanic later. He'll find the trouble.

I'll drive you to the game, if you lend me some money.

No, thanks. You're too generous. Besides I'll be very busy tomorrow.

You're always very busy. You'll have time to do your work the day after tomorrow.

I won't be here the day after tomorrow. I must drive to my brother's farm.

How will you drive, if the car isn't ready?

Then I'll take your car. You won't mind, will you?

II PRONUNCIATION

Drill 27. - θ vs. ð

thirty	thank	this	them
three	thin	that	there
Thursday	thing	the	this
thick	thought	then	these

- Give the words of the first column; the class listens.
- Give the words of the first column; the class repeats.
- Follow the same procedure with the words of the second column.
- Point out that the only difference between the two sounds is that θ is voiceless, and ð is voiced. For the production of θ the tip of the tongue is between the teeth.
- Give the words of the two columns again; the class repeats.
- Give the following sentences; the class repeats.

- That theater belongs to them.
- Thank those three men.
- They thought of going to the theater.
- There are three things in this room.
- They thanked the thin clerk.

III DRILLS

Drill 1. - Transformation

Give a sentence; a student answers as in the examples, using won't.

Examples: T: Ali will come and pay next week.
S: He won't come and he won't pay either.

T: The dentists will go and work next week.
S: They won't go and they won't work either.

1. Her father will come and build next week.
2. Laila will listen and repeat next month.
3. His mother will come and cook next week.
4. Faisal will go and choose next week.
5. The men will go and work next month.
6. The girls will learn and try next week.
7. His father will come and pay next week.
8. They will come and be happy next week.
9. They will visit and ask next month.
10. Her mother will come and help next month.
11. The lawyers will come and begin next week.
12. The teacher will come and read next week.
13. The neighbors will go and look next month.
14. The judge will sit and write next month.
15. The doctor will go and see next week.
16. The farmer will come and buy next week.
17. The children will walk and play next week.
18. Hassan will go and teach next year.

Drill 2. - Transformation

Give a command; an individual student answers as in the example.
Then give the correct answer and have all the class repeat.

Example: Teacher: Read it.
Student: I can't read it. He'll read it for me.

Point out that in this drill for means "in place of" or "on behalf of."

- | | | |
|--------------|----------------|----------------|
| 1. Carry it. | 8. Drink it. | 15. Begin it. |
| 2. Wash it. | 9. Pay it. | 16. Find it. |
| 3. Drive it. | 10. Choose it. | 17. Use it. |
| 4. Stop it. | 11. Teach it. | 18. Change it. |
| 5. Sell it. | 12. Try it. | 19. Open it. |
| 6. Take it. | 13. Send it. | 20. Write it. |
| 7. Eat it. | 14. Do it. | 21. Spell it. |

Drill 3. - Question - Answer

- a. Ask a question; the class gives an affirmative answer.
Ask another question; the class answers as in the example.

Example: Teacher: Is he reading now?
Class : Yes, he is reading now.
Teacher: Who will read tomorrow?
Class : He will read tomorrow too.

Use these words in place of read.

- | | | |
|----------|-----------|-----------|
| 1. teach | 5. help | 9. pay |
| 2. watch | 6. listen | 10. go |
| 3. pay | 7. come | 11. visit |
| 4. write | 8. drive | 12. speak |

b. Follow the directions of a., according to this example.

Example: Teacher: Are you reading now?
Class : Yes, I am reading now.
Teacher: Who will read tomorrow?
Class : I will read tomorrow too.

Drill 4. - Transformation

Give a statement; a student replies with a negative statement and then with another statement, using the opposite, as in the examples.

Examples: T: It will be dirty.
S: It won't be dirty. It will be clean.

T: He will be dishonest.
S: He won't be dishonest. He will be honest.

- | | |
|-----------------------|------------------------|
| 1. It will be dirty. | 9. She will be fat. |
| 2. They will be rich. | 10. It will be dry. |
| 3. You will be hot. | 11. You will be sad. |
| 4. It will be new. | 12. He will be good. |
| 5. I will be strong. | 13. It will be useful. |
| 6. She will be sick. | 14. It will be cheap. |
| 7. They will be big. | 15. She will be poor. |
| 8. He will be lazy. | 16. I will be tall. |
| | 17. They will be weak. |

Drill 5. - Substitution

Ask a question; an individual student answers as in the example.

Example: T: Are you ready to eat now?
S: No, I'm not. I'll eat later.

For the questions, use the following words in place of eat.

- | | | |
|-----------|-----------|------------|
| 1. sleep | 8. help | 15. pay |
| 2. read | 9. stop | 16. listen |
| 3. start | 10. go | 17. leave |
| 4. teach | 11. work | 18. wash |
| 5. begin | 12. buy | 19. sell |
| 6. write | 13. study | 20. visit |
| 7. choose | 14. come | 21. try |

Drill 6. - Expansion

- a. Give a statement; a student gives a short answer and then makes another statement, as in the example.

Example: T: He's not writing it.

S: No, he isn't. I'll write it myself tomorrow.

- | | |
|--------------------------|---------------------------|
| 1. He's not doing it. | 6. He's not carrying it. |
| 2. He's not taking it. | 7. He's not washing it. |
| 3. He's not buying it. | 8. He's not watching it. |
| 4. He's not bringing it. | 9. He's not paying it. |
| 5. He's not reading it. | 10. He's not stopping it. |

- b. Follow the directions of a., but according to this example:

Example: T: They're not driving it.

S: No, they aren't. He'll drive it himself tomorrow.

- | | |
|-----------------------------|------------------------------|
| 1. They're not sending it. | 6. They're not building it. |
| 2. They're not opening it. | 7. They're not starting it. |
| 3. They're not trying it. | 8. They're not using it. |
| 4. They're not selling it. | 9. They're not closing it. |
| 5. They're not choosing it. | 10. They're not visiting it. |

Drill 7. - Expansion

Give a statement; a student replies as in the examples.

Examples: T: I'll wait five minutes for him.

S: Good. He'll be ready in five minutes.

T: I'll wait two days for it.

S: Good. It'll be ready in two days.

Point out that the expression in five minutes indicates future time and means five minutes from the present moment; similarly with the expression in two days, and other time expressions used in this drill.

1. I'll wait five minutes for him.
2. I'll wait two days for it.
3. I'll wait five minutes for her.
4. I'll wait twenty minutes for them.
5. I'll wait a month for you. (we)
6. I'll wait a half hour for him.
7. I'll wait fifteen minutes for it.
8. I'll wait six days for you. (I)
9. I'll wait a week for her.
10. I'll wait three months for them.
11. I'll wait a year for it.
12. I'll wait three hours for her.
13. I'll wait two minutes for him.

14. I'll wait two weeks for you. (we)
15. I'll wait five years for it.
16. I'll wait an hour for her.
17. I'll wait fifty minutes for them.
18. I'll wait ten days for you. (I)
19. I'll wait nine months for it.
20. I'll wait three minutes for him.

Drill 8. - Variable Substitution

Base sentence: He'll come to the office.

- | | | |
|----------------|---------------|-----------------|
| 1. she | 8. question | 15. it |
| 2. negative | 9. they | 16. statement |
| 3. it | 10. statement | 17. is going to |
| 4. I | 11. he | 18. he |
| 5. statement | 12. will | 19. we |
| 6. am going to | 13. negative | 20. will |
| 7. you | 14. she | 21. she |

Drill 9. - Substitution

Call the attention of the class to the following:

This drill introduces have to. Have to conveys the idea of obligation or necessity, as do should and must. There are different shades of meaning in the use of these ways of expressing obligation, but the student should not be concerned about these now.

Give the following sentences and have the class repeat:

He has to study today.
 He doesn't have to study today.
 Does he have to study today?

Point out that has/have to in the above examples follows the pattern of the verb have for statement, negative, and question. However, have to is followed by the simple form of the verb (study) which does not change.

a. I have to buy a car.

- | | |
|---------------------|-------------------|
| 1. go to the bank | 7. pay the money |
| 2. visit the doctor | 8. eat some fruit |
| 3. read | 9. begin |
| 4. work | 10. drink coffee |
| 5. hurry | 11. study English |
| 6. leave | 12. go home |

b. Examples: T: They should study.
 S: Yes, but they don't have to study now.
 T: She should begin.
 S: Yes, but she doesn't have to begin now.

1. They should stop.
2. She should try.
3. He should listen.
4. We should use it.
5. They should hurry.
6. I should build a house.
7. He should buy a lot of food.
8. You should help. (I)
9. They should visit the hospital.
10. He should work.

c. Examples: T: He has to teach those students.
 S: Does he have to teach those students?

T: I have to walk home.
 S: Do you have to walk home?

1. He has to carry that bag.
2. She has to read this book.
3. They have to buy a car.
4. He has to do it himself.
5. We have to sleep.
6. I have to leave the city.
7. He has to help his father.
8. We have to choose a teacher.
9. You have to sell the airplane. (I)
10. They have to stand here.

Drill 10. - Question - Answer

Call the attention of the class to the following:

This drill introduces had to, the past of has/have to.
 Give the following sentences and have the class repeat.

He had to work last night.
 He didn't have to work last night.
 Did he have to work last night?

Point out that had to follows the pattern of the verb had for statement, negative, and question. However, had to is followed by the simple form of the verb (work) which does not change.

- a. Ask a question; a student answers as in the examples, using had to and the simple form of the verb in the question.

Examples: T: Were you working yesterday?
 S: Yes, I had to work yesterday.

T: Was he teaching last night?
 S: Yes, he had to teach last night.

1. Was he driving yesterday?
2. Was she hurrying last night?
3. Were you helping last week? (I)
4. Were they studying last night?
5. Were we choosing yesterday?
6. Were they working last week?
7. Was he visiting last night?
8. Was she watching an hour ago?
9. Were you standing ten minutes ago? (we)
10. Were they teaching yesterday?

Drill 11. - Transformation

Give a statement; a student changes it to a question, as in the example.

Example: T: She had to watch the children.
S: Did she have to watch the children?

1. He had to pay the merchant.
2. She had to begin here.
3. They had to carry the bags.
4. We had to hurry.
5. I had to say it.
6. He had to be serious.
7. You had to try it.
8. They had to send an engineer.
9. She had to eat bread.
10. We had to see those pictures.

Drill 12. - Expansion

The student hears a command or a request; he answers as in the example.

Example: T: Come and eat tomorrow.
S: I'll come but I won't eat.

1. Come and work tomorrow.
2. Come and help tomorrow.
3. Stand and watch tomorrow.
4. Sit and read tomorrow.
5. Stop and send it tomorrow.
6. Visit and ask tomorrow.
7. Hurry and be ready tomorrow.
8. Come and start tomorrow.
9. Go and try tomorrow.
10. Come and choose it tomorrow.
11. Go and stop it tomorrow.
12. Go and buy it tomorrow.
13. Come and write it tomorrow.
14. Come and have coffee tomorrow.
15. Choose and send it tomorrow.
16. Come and look tomorrow.
17. Come and study tomorrow.

18. Go and wash it tomorrow.
19. Go and take it tomorrow.
20. Come and find it tomorrow.

Drill 13. - Double Substitution

He's too sick. He won't work tomorrow.

The student hears two words; he uses the first in place of sick, the second in place of work, and makes new sentences.

- | | |
|-----------------|-------|
| 1. lazy | study |
| 2. rich | work |
| 3. careless | drive |
| 4. happy | leave |
| 5. busy | visit |
| 6. old | walk |
| 7. useless | come |
| 8. important | go |
| 9. dishonest | pay |
| 10. brave | leave |
| 11. fat | eat |
| 12. careful | try |
| 13. weak | hurry |
| 14. young | teach |
| 15. sad | speak |
| 16. proud | help |
| 17. polite | ask |
| 18. poor | come |
| 19. hardworking | sleep |
| 20. generous | stop |

Drill 14. - Double Substitution

In doing this drill, the student should choose on, in, at, or nothing if needed.

The carpenters will begin on Tuesday.

- | | |
|--------------------|------------------|
| 1. the painter | Monday |
| 2. the new lesson | next week |
| 3. he | tomorrow |
| 4. the engineers | May 21 |
| 5. the hot weather | June |
| 6. they | six o'clock |
| 7. the doctors | ten minutes |
| 8. we | later |
| 9. the men | tomorrow morning |
| 10. my friends | half past eight |
| 11. the dentist | half an hour |
| 12. the girl | January 5 |
| 13. Fred | the morning |
| 14. Laila | night |

15. I
16. the mechanic

December 23
November

Drill 15. - Addition

The student hears the following sentences and repeats them:

He had to read that book, didn't he? Yes, he did.
They didn't have to close the window, did they? No, they didn't.

The attention of the student is called to the fact that for had to the pattern for tail question, and short answer follows the pattern used for the verb had.

The student hears a statement; he repeats it, adds a tail question, and gives the short answer, as in the examples above.

1. He had to bring the food,
2. They had to hurry,
3. She had to be polite,
4. You had to walk home,
5. I had to open the door,
6. They had to come here,
7. We had to speak,
8. He had to try the engine,
9. The boy had to sleep,
10. Frank had to pay,
11. He didn't have to ask the cook,
12. I didn't have to look,
13. Laila didn't have to drive,
14. They didn't have to take it,
15. We didn't have to stop,
16. You didn't have to be serious,
17. He didn't have to begin at one o'clock,
18. It didn't have to change,
19. Aziz didn't have to send it,
20. They didn't have to build,

Drill 16. - Review

a. Pronunciation Drill 27

1. The student listens and repeats the two sets of words.
2. The student listens and repeats the sentences.

b. Dialog

1. The student listens to the dialog.
2. The student listens and repeats the words of each speaker.

Note: The students should be reminded that the next two periods will be devoted to a review, with special emphasis on the matter covered in Lessons 21-28. This review will be conducted in the classroom and will be in preparation for the second major exam which will be given in the two periods immediately following the review.

LESSON TWENTY-NINE

REVIEW

I DRILLS

Drill 1. - Review - Transformation

Explain that in this drill each sentence is an answer to a question and that the underlined word or words suggest the question word to be used in asking the question.

Give a sentence to an individual student; he looks at the underlined word or words and asks the question. Then give the correct question and have all the class repeat.

Examples: Teacher: He was born ten years ago.
Student: When was he born?

Teacher: Fred is going to buy a car.
Student: What is Fred going to buy?

1. He was standing in front of the teacher.
2. They were born fifteen years ago.
3. The doctor is visiting them.
4. He had seven children.
5. Those smart men are engineers.
6. They have a lot of food at home.
7. We had a holiday last Tuesday.
8. This was the merchant's store.
9. The judge can read a lot of books.
10. Their uncle was seventy years old yesterday.
11. Fred is going to buy a new car.
12. He couldn't come because he was busy.
13. Salma will begin in ten minutes.
14. They'll find the answer next week.
15. He was driving to the bank.
16. She has to study this book.
17. Her umbrella was green.
18. The weather was wonderful.

Drill 2. - Review - Transformation

Examples: T: We'll try it next week.
S: We're going to try it next week.

T: It won't be hot tomorrow.
S: It isn't going to be hot tomorrow.

1. We'll start the lesson next week.
2. He won't pay the mechanic tomorrow.
3. Will she watch the children tomorrow?
4. The judge will leave the city next week.

5. They'll drive home an hour from now.
6. The girls won't be ready in ten minutes.
7. He'll open the door, won't he?
8. She'll teach in the summer.
9. Will we carry all those bags?
10. Will it be cloudy tomorrow?
11. I will read a lot of books next month.
12. The pilots won't sleep tomorrow night.
13. We'll have a meeting at half past ten.
14. You won't eat too much lunch, will you?
15. When will they choose the new teacher?

Drill 3. - Review - Written

Explain that in this drill each group of words forms a sentence, either a statement or a negative statement or a question. The students must put the words in the correct order. Have all the class do each sentence with paper and pencil, and ask the students to raise their hands as they finish the sentence. Call on a student and ask him to give his sentence. Then give the correct sentence and have all the class repeat.

1. stand behind I door must the not
2. salad not he yesterday was much eating too
3. years brother twenty-one born ago was my
4. he because can't weak he too come is
5. much drink many do milk children?
6. wonderful year we holiday had a last
7. the she at airplane big could silver see airport the
8. small carry they the are going to they aren't children?
9. pay to he tomorrow if merchant won't poor is he the
10. fruit buy at the market she a lot of has to

Drill 4. - Review - Expansion

Give a negative statement, using the past (simple or continuous); S₁ gives a short negative answer and then adds a statement about the present, using the simple or continuous present, depending on what was used in the first statement.

S₂ answers, using the future, as in the examples.

- Examples: T: It wasn't cold last week.
 S₁: No, it wasn't, but it's cold now.
 S₂: Maybe it'll be cold next week too.

T: He wasn't studying last year.
S₁: No, he wasn't, but he's studying now.
S₂: Maybe he'll study next year too.

1. It wasn't cold last week.
2. He wasn't studying last year.
3. She wasn't serious last week.
4. They didn't have a new car last year.
5. The doctor wasn't here last night.
6. They weren't happy last month.
7. The girls weren't polite yesterday.
8. He wasn't working last week.
9. He wasn't washing the car himself.
10. The lawyers weren't careful last night.
11. He didn't have to teach yesterday.
12. It wasn't cloudy yesterday.
13. I wasn't listening yesterday.
14. She didn't have a store last year.

Drill 5. - Review - Dialogs

Review dialogs of Lessons 21-28.

Start one of the dialogs with a student, and then call upon another student to continue in your place. Then have individual students do that dialog, and after that pass on to another dialog.

Drill 6. - Transformation

Give a sentence; the class changes it to the negative.

1. The servant will wash the floor tomorrow.
2. The fisherman will come to the sea next week.
3. Our mechanic has to drive that old car.
4. Your brothers have to bring the food.
5. The grocer had a lot of coffee last week.
6. You have too much milk in your glass.
7. My father had to drive to the farm last month.
8. You must try it yourself.
9. The teacher should visit some classes.
10. Maybe that beautiful girl will eat here.
11. A dishonest man can help many people.
12. That smart merchant was selling a lot of cars.
13. His father was born fifty-six years ago.
14. He can teach himself.
15. The engineers will be ready in ten minutes.
16. He had to start the engine.
17. We were visiting the airport yesterday.
18. Build a new house.
19. Can you eat much breakfast?
20. He is going to work at home next year.

Drill 7. - Variable Substitution

Base sentence: He was selling a car yesterday.

- | | | |
|--------------------|---------------|-------------------|
| 1. they | 8. statement | 15. negative |
| 2. question | 9. I | 16. the doctor |
| 3. house | 10. buy | 17. statement |
| 4. statement | 11. in a year | 18. last year |
| 5. negative | 12. now | 19. can he? |
| 6. we | 13. have to | 20. shouldn't he? |
| 7. tomorrow (will) | 14. large | 21. answer |

Drill 8. - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student.

1. How was the weather yesterday?
2. Was it warmer last month?
3. Were you playing at the field yesterday?
4. What did you have to study last night?
5. How many classes will you have tomorrow?
6. What are you going to do tonight?
7. When will you eat your dinner?
8. Are you going to eat much meat?
9. Do you have to eat at a hotel?
10. When do you have to come to this room?
11. How many exams did you have to take last week?
12. When will you read English newspapers?
13. You should read Arabic newspapers too, shouldn't you?
14. Where will you go next year?
15. Will you leave this city next summer?
16. What will you do next winter?
17. Did you have many holidays last year?
18. Could you speak English last year?
19. Where were you studying last year?
20. Why were you serious last week?

Drill 9. - Pronunciation

Books must be closed. Before the drill begins each student should prepare a piece of paper with the numbers 1 to 15 written one under the other in a column; in the middle of the page he then writes another column with the numbers 1 to 10.

- a. The first column is used for this part of the drill. Give two words; if the sound of the two words is exactly the same, the student writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

- | | |
|--------------|------------------|
| 1. bet-bed | 9. cold-gold |
| 2. beat-beat | 10. curl-girl |
| 3. half-have | 11. cut-cut |
| 4. fat-vat | 12. wash-watch |
| 5. rib-rib | 13. shop-chop |
| 6. big-big | 14. killed-guild |
| 7. chew-shoe | 15. good-good |
| 8. much-much | |

- b. The second column is used for this part of the drill.
 Give a set of three words; the student must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

- | | | |
|----------|-------|-------|
| 1. chop | shop | chop |
| 2. shell | jell | jell |
| 3. sham | jam | sham |
| 4. jest | jest | chest |
| 5. jut | shut | shut |
| 6. jug | chug | jug |
| 7. jar | jar | char |
| 8. chair | chair | share |
| 9. shade | shade | jade |
| 10. jump | chump | chump |

Drill 10. - Vocabulary

Make a spot check of the spelling of the new vocabulary items introduced from Lesson 21 on.

LESSON THIRTY

I BASIC TEXT

My friend, Salem, always goes to work at eight o'clock in the morning. He works as an engineer in the Department of Agriculture. I work as a dentist in the Department of Health. We often go to the cinema together; sometimes we go to a coffee shop. He often drinks beer. I usually drink coffee; I drink tea sometimes, but I never drink beer.

II PRONUNCIATION

Drill 28. - 1

Note to teachers: Most native speakers of American English pronounce their l's with the back of the tongue raised somewhat toward the velum. This results in a velarized l. This velarized quality of the English l is especially noticeable at the end of a word, as in feel; it is less noticeable, though still present in varying degrees, at the beginning of a word, as in laugh. Arabic l has a non-velarized quality. Arab students tend to produce a "clear" l instead of the English dark l.

a.	فيل -feel	مilk -milk	لون -lawn
	میل -meal	لحم -lamb	سلي -Salma
	تل -tell	بلي -belly	بلد -ballad
	لسن -leaf	مل -mill	ندف -laugh
	لين -lean	لا -la	لوك -luke

1. Read one pair at a time; students listen.
2. Read one pair at a time; students repeat.
3. Give Arabic word; students give English word.
4. Say only the English words; students repeat.

- b. Read each of the following words once; students repeat.

feel, deal, meal, bell, tell, sell
last, live, later, long, look, little

- c. Give the following sentences, practicing l before vowels.

- | | |
|----------------------------------|---------------------------------|
| 1. Listen to the lesson. | 4. He's looking for the letter. |
| 2. I like to live in this place. | 5. He leaves a little later. |
| 3. The last line is long. | 6. Let's laugh later. |

III DRILLS

Drill 1. - Substitution

- a. Point out the following:

We use the simple present tense to indicate habits or customs or things which are generally true. The time words usually

associated with the simple present are words like the following. Give each of these twice and have the class repeat.

- | | |
|---------------|------------------|
| 1. often | 7. every day |
| 2. frequently | 8. every week |
| 3. usually | 9. every month |
| 4. always | 10. every year |
| 5. never | 11. every hour |
| 6. sometimes | 12. all the time |

The first six words commonly precede the verb, except the verb "to be"; the rest of the words generally come at the end of the sentence.

- b. Give the following sentence and have the class repeat:

I usually have a meeting.

Give the time expression in a. above; the class uses each one in the proper position, in place of usually, and makes a new sentence.

Examples: Teacher: every week.

Class : I have a meeting every week.

Teacher: often

Class : I often have a meeting.

- c. Point out that with to be the time expressions of the first column commonly follow the verb, and those of the second column generally come at the end of the sentence.

Give the following sentence and have the class repeat:

He is usually busy.

Give the time expressions in b. above; the class uses each one in the proper position, in place of usually, and makes a new sentence.

Examples: Teacher: always

Class : He is always busy.

Teacher: every day

Class : He is busy every day.

Drill 2. - Repetition

Call the attention of the class to the following:

We have already studied and used the simple present tense of have. This drill is an introduction to the presentation of the simple present tense of other verbs.

For the simple present we already know the form of have, and this gives us the form of these other verbs, for the pattern is similar, as these examples show. Give the pairs and have the class repeat.

I (you, we, they) have it.	I (you, we, they) begin it.
He (she, it) has it.	He (she, it) begins it.
I (you, we, they) don't have it.	I (you, we, they) don't begin it.
He (she, it) doesn't have it.	He (she, it) doesn't begin it.
Do I (you, we, they) have it?	Do I (you, we, they) begin it?
Does he (she, it) have it?	Does he (she, it) begin it?

Drill 3. - Repetition

Call the attention of the class to the following:

As noted in Drill 2 above, like the verb have the form of the simple present of the other verbs we have had so far is not the same with all pronouns.

Only, he, she, and it have the s form of the verb; the rest of the pronouns have the simple form. As with the plurals of nouns this /-s/ ending is pronounced like s as in likes, or z as in sees, or iz as in closes. The s-form of do, i.e., does is irregular.

Point out that below are listed the s-forms of the verbs we have had so far.

Give the verbs below; ask the class to repeat.

<u>s</u> :	thanks	likes	writes	sits	stops	repeats
	looks	puts	asks	takes	helps	walks
	starts	eats	sleeps	works	visits	drinks
						speaks
<u>z</u> :	sees	opens	listens	stands	*studies	spells
	knows	reads	gives	learns	feels	*goes
	finds	comes	*hurries	says	buys	brings
	begins	*carries	plays	leaves	sends	builds
	*tries	pays	lives	sells	drives	
<u>iz</u> :	closes	changes	uses	*washes	*watches	chooses
	teaches					

Call the attention of the class to the asterisked verbs.

Drill 4. - Substitution

Point out again that for the verbs listed in Drill 3 the form of the simple present follows the pattern of the form of have. The

pronouns he, she, and it have the s-form; the other pronouns have the simple form of the verb.

a. I have coffee every day.

- | | |
|------------------------------|----------------------------------|
| 1. come to school every day | 6. usually play at the field |
| 2. always sit here | 7. buy fruit every week |
| 3. never hurry to the office | 8. sometimes bring an umbrella |
| 4. read a book every week | 9. help the doctor every day |
| 5. often wash the car | 10. use the library all the time |

b. We have coffee every day.

Use substitutions from a. above.

c. He has coffee every day.

- | | |
|--------------------------------|-----------------------------------|
| 1. comes to school every day | 6. usually plays at the field |
| 2. always sits here | 7. buys fruit every week |
| 3. never hurries to the office | 8. sometimes brings an umbrella |
| 4. reads a book every week | 9. helps the doctor every day |
| 5. often washes the car | 10. uses the library all the time |

Drill 5. - Substitution

Give a verb; a student uses the proper form of the verb.

Example: T: write

S: If they write, he writes too.

Explain that if in this drill means every time or each time.

- | | | |
|-----------|-----------|------------|
| 1. stop | 8. listen | 15. begin |
| 2. repeat | 9. stand | 16. buy |
| 3. look | 10. read | 17. come |
| 4. ask | 11. build | 18. choose |
| 5. help | 12. leave | 19. teach |
| 6. walk | 13. play | 20. watch |
| 7. speak | 14. hurry | 21. wash |

Drill 6. - Substitution

a. He works

always	every day	all the time
often	usually	often
sometimes	never	always

Use the same substitutions for:

b. She listens.

c. They drive.

d. It comes.

Drill 7. - Double Substitution

Example: I eat breakfast at eight o'clock.

a. Substitute for the underlined items the following:

- | | |
|--------------------------|------------------|
| 1. eat breakfast | half past seven |
| 2. leave the house | eight o'clock |
| 3. come to the office | quarter to nine |
| 4. look at the newspaper | nine o'clock |
| 5. start a meeting | half past nine |
| 6. use the secretary | quarter past ten |
| 7. work at my desk | half past ten |
| 8. have lunch | two o'clock |
| 9. begin another meeting | quarter to three |
| 10. close the office | half past five |

Example: He eats breakfast at eight o'clock.

b. Use substitutions from a. above.

Drill 8. - Transformation

Give these sets of statements and questions, first the pair with have and then the corresponding pair with work; the class repeats.

I have a car.
Do I have a car?

I work every day.
Do I work every day?

He has a car.
Does he have a car?

He works every day.
Does he work every day?

They have a car.
Do they have a car?

They work every day.
Do they work every day?

Point out that in changing from statement to question, the simple present follows the pattern we have already learned for have.

For the drill, give a statement; a student changes it to a simple question.

Examples: T: She teaches every day.
S: Does she teach every day?

T: We always send it.
S: Do we always send it?

1. She buys much food every week.
2. He always comes here.
3. We eat a lot of bread every day.
4. They often visit that doctor.
5. His sister reads every day.
6. I sometimes drink tea.
7. We work at the bank every day.

8. They usually leave at noon.
9. She always walks to school.
10. You help every day.
11. Their father drives a new car.
12. We always buy good meat.
13. The fisherman often sleeps there.
14. He uses it every day.
15. I often sit in that chair.
16. They open the door every morning.
17. She usually asks a question.
18. His friend always hurries.
19. They often help the cook.
20. We learn new words every day.

At the end of the drill point out that the pattern for the short answer to a question in the simple present also follows the pattern for have. For example, to the question above, "Does she teach every day?", the short answer is: Yes, she does or No, she doesn't.

Drill 9. - Transformation

Call the attention of the class to the following:

When we use question words such as where, when, why, etc..., for questions in the simple present, we follow the same pattern we used for similar questions with have. For example:

When does he come? Where does he visit? Why does he stop?

Give a sentence: S₁ asks a question with where, S₂ answers, as in the examples.

Examples: T: I eat breakfast at home.

S₁: Where does he eat breakfast?

S₂: He eats breakfast at home too.

T: I sit in front of the picture.

S₁: Where does he sit?

S₂: He sits in front of the picture too.

Reverse the roles of the two students in the middle of the drill.

1. I get money at the bank.
2. I visit them at the clinic.
3. I teach at the university.
4. I work at the hotel.
5. I stand behind the desk.
6. I buy food at the market.
7. I sell cars at the garage.
8. I sit in this room.

9. I work at the airport.
10. I listen near the door.
11. I write at home.
12. I watch TV at home.
13. I begin at the workshop.
14. I read new books at the library.
15. I send fruit to the hospital.
16. I play at the field.
17. I bring the boys to the bus terminal.
18. I put the car in the parking lot.
19. I eat dinner at the restaurant.
20. I help at the store.

Drill 10. - Transformation

This drill contains several sets of statements. Give a statement from the first set; an individual student changes it to a simple question. Then give the correct question and have the class repeat. Go on to another student and follow the same procedure with the next statement; continue till the set is completed and then point out the similarities and differences in word order and usage.

- a.
 1. He can work at the clinic.
 2. He could work at the clinic.
 3. He should work at the clinic.
 4. He must work at the clinic.
 5. He has to work at the clinic.
 6. He had to work at the clinic.
 7. He is going to work at the clinic.
 8. He will work at the clinic.
 9. He works at the clinic.
 10. He is working at the clinic.
 11. He was working at the clinic.
- b.
 1. They can teach English.
 2. They could teach English.
 3. They should teach English.
 4. They must teach English.
 5. They have to teach English.
 6. They had to teach English.
 7. They are going to teach English.
 8. They will teach English.
 9. They teach English.
 10. They are teaching English.
 11. They were teaching English.

Drill 11. - Written

Use the correct form of the verb in brackets to complete the sentence.

Direct an individual student to look at the verb in brackets and then use it to complete the sentence. Remind the class that the time expression indicates the verb form to be used.

Examples:

- | | |
|-------------|---|
| 1. (eat) | They always at that restaurant.
They always eat at that restaurant. |
| 2. (buy) | She her food at the market every day.
She buys her food at the market every day. |
| 1. (drive) | He the car every day. |
| 2. (buy) | She her food right now. |
| 3. (come) | I tomorrow morning. |
| 4. (sleep) | He never in class. |
| 5. (go) | Do they often to the swimming pool? |
| 6. (wash) | The servants the floor yesterday. |
| 7. (teach) | The teacher English every day. |
| 8. (teach) | Is he those students now? |
| 9. (choose) | They always expensive pens. |
| 10. (send) | He the money next week. |
| 11. (stand) | Those boys near the door every morning. |
| 12. (begin) | I tomorrow, if he comes. |
| 13. (carry) | Does she always that bag? |
| 14. (visit) | He his uncle last night. |
| 15. (read) | She often at home. |
| 16. (work) | He at the farm every day. |
| 17. (help) | Salma her mother now. |
| 18. (try) | They the new engine next week. |
| 19. (sit) | Fred sometimes in that chair. |
| 20. (sell) | Do you have to your house now? |

Drill 12. - Transformation

Give these sets of sentences, first the pair with have, and then the corresponding pair with work; the class repeats.

- | | |
|------------------------|-----------------------------|
| I have a car. | I work every week. |
| I don't have a car. | I don't work every week. |
| He has a car. | He works every week. |
| He doesn't have a car. | He doesn't work every week. |
| They have a car. | They work every week. |
| They don't have a car. | They don't work every week. |

Point out that in changing a statement to the negative, the simple present follows the pattern we have already learned for have.

Ask students to change the following to the negative. They should use the contracted forms don't and doesn't.

Examples: T: They come every day.

S: They don't come every day.

T: He always walks to the office.

S: He doesn't always walk to the office.

1. I visit my friend every day.
2. She always buys expensive food.
3. It starts here every day.
4. He usually leaves at noon.
5. They eat at home every day.
6. We always hurry to school.
7. You study every night.
8. They often take the chalk.
9. He usually gives easy exams.
10. The teacher always helps you.
11. The men play every day.
12. He changes it every month.
13. She always chooses good fruit.
14. They often bring the children.
15. He visits his relatives every week.
16. They read English newspapers.
17. She asks too many questions.
18. He teaches at the university.
19. I always thank my mother.
20. They help us every year.

Drill 13. - Dictation

Many people will go to the big football game next week. My younger brother is going to play. I must watch him. All his friends will be there too. We won't bring the children, because it will be too hot. The game will start at three o'clock. You will come with us, won't you?

Drill 14. - Substitution

The student hears a verb; he uses the correct forms of this verb in place of the underlined verbs in this sentence:

I never hurry, but he always hurries.

- | | | | |
|----------|-----------|------------|-----------|
| 1. work | 6. start | 11. listen | 16. teach |
| 2. stop | 7. go | 12. study | 17. leave |
| 3. speak | 8. read | 13. drive | 18. begin |
| 4. watch | 9. try | 14. pay | 19. come |
| 5. wash | 10. visit | 15. choose | 20. ask |

Drill 15. - Variable Substitution

Base sentence: He is working now.

- | | | |
|------------------|---------------|------------|
| 1. they | 8. he | 15. write |
| 2. every day | 9. sometimes | 16. she |
| 3. she | 10. always | 17. I |
| 4. wash | 11. now | 18. always |
| 5. every morning | 12. English | 19. now |
| 6. you | 13. every day | 20. never |
| 7. study | 14. we | 21. often |

Drill 16. - Transformation

Examples: T: He is eating fruit now.
S: He always eats fruit.

T: They are driving a new car now.
S: They always drive a new car.

1. She is teaching English now.
2. He is going to the farm now.
3. They are eating good rice now.
4. They are hurrying to school now.
5. She is eating green apples now.
6. We are helping the children now.
7. You are using Ali's desk now. (I)
8. He is drinking cold milk now.
9. They are washing their car now.
10. His mother is watching him now.
11. Fred is walking home now.
12. We are asking many questions now.
13. He is paying the money now.
14. They are using the engine now.
15. She is bringing tea now.
16. You are starting the drill now. (we)
17. He is selling meat now.
18. She is carrying an umbrella now.
19. They are closing the windows now.
20. He is repeating the words now.

Drill 17. - Transformation

S₁ hears a sentence, he asks a question with when, as in the examples. Then S₂ replies, as in the examples.

Examples: T: We eat lunch at one o'clock.
S₁: When does he eat lunch?
S₂: He eats lunch at one o'clock too.

T: We work in the morning.
S₁: When does he work?
S₂: He works in the morning too.

The roles of the two students are reversed in the middle of the drill.

1. We eat lunch at one o'clock.
2. We work in the morning.
3. We leave the office at noon.
4. We study at night.
5. We visit in the evening.
6. We drive in the summer.
7. We begin at nine o'clock.
8. We walk in the afternoon.
9. We stop at midnight.
10. We go in the winter.
11. We drink coffee at half past three.
12. We sell fruit in the morning.
13. We teach at night.
14. We buy oranges in December.
15. We leave on June 5.
16. We wash the car on Thursday.
17. We open the store at quarter to seven.
18. We like tea in the afternoon.
19. We use the fan in the evening.
20. We come here in the spring.

LESSON THIRTY-ONE

I BASIC TEXT

Good Health

Good health is important and necessary. A man has to take care of his health, if he wants to be successful and happy. A healthy man takes exercise every day. He often begins the day with some exercise, and he sometimes walks for two or three hours. He takes a shower every day, and he does not wear dirty clothes. He doesn't eat too much food, and he doesn't drink too much tea or coffee. A sick man cannot do his work, and he cannot help others. A healthy man does not have to visit the doctor or go to the hospital. He always enjoys himself and is happy with his friends. Good health is more important than money.

1. Is good health important?
2. Is it necessary too?
3. Why does a man have to take care of his health?
4. Can a man be successful, if he is careless about his health?
5. Does a healthy man take much exercise?
6. Does a healthy man have to walk every day?
7. How does a healthy man keep himself clean?
8. Does a healthy man wear dirty clothes?
9. Doesn't a healthy man eat any food?
10. What work can a sick man do?
11. Who has to go to the hospital?
12. When does a healthy man visit the doctor?
13. Can a man be happy, if he is always sick?
14. Is money important?
15. Why is good health more important than money?

II PRONUNCIATION

Drill 29. - 1

fill	feel	pool	help
sell	Bill	school	felt
pull	all	milk	pal

- a. Give the above words; the class listens.
- b. Give the above words; the class repeats.
- c. Point out and demonstrate that during the pronunciation of l after vowels the tongue also touches the tooth ridge, but the middle of the tongue is low.
- d. Give the words again; the class repeats.
- e. Give the following sentences: the class repeats.
 1. He felt cold last night.
 2. I like to drink cold milk
 3. They left the hill last fall.
 4. Do you have milk for lunch?

III DRILLS

Drill 1. - Expansion

Give a negative statement; a student gives a short answer, and then makes a statement, as in the examples, using contractions.

Examples: T: He isn't reading now.
S: No, he isn't. He doesn't read every day.

T: They aren't playing now.
S: No, they aren't. They don't play every day.

1. She isn't going now.
2. They aren't visiting now.
3. He isn't teaching now.
4. I'm not studying now.
5. We aren't listening now.
6. They aren't writing now.
7. She isn't watching now.
8. He isn't speaking now.
9. They aren't reading now.
10. We aren't building now.
11. She isn't looking now.
12. They aren't helping now.
13. He isn't hurrying now.
14. You aren't repeating now.
15. They aren't driving now.
16. He isn't working now.

Drill 2. - Question - Answer

Give a verb; S₁ uses it to complete a question; S₂ uses the same verb to complete an answer, as in the example.

Example: T: work
S₁: Why doesn't he work?
S₂: He doesn't work, because he can't work.

Reverse the roles of the two students in the middle of the drill.

- | | | | |
|----------|-----------|-----------|------------|
| 1. work | 6. try | 11. hurry | 16. walk |
| 2. help | 7. build | 12. eat | 17. read |
| 3. drive | 8. begin | 13. come | 18. ask |
| 4. speak | 9. watch | 14. start | 19. study |
| 5. pay | 10. sleep | 15. drink | 20. change |

Drill 3. - Addition

Give the following sentences and have the class repeat:

He likes fruit, doesn't he? Yes, he does.
They sit here, don't they? Yes, they do.

She doesn't know the answers, does she? No, she doesn't.
You don't teach English, do you? No, I don't.

Call the attention of the class to the fact that for the simple present the pattern for tail question and short answer follows the pattern we used for have.

Give a statement; a student repeats it and adds a tail question.

1. He reads many books,
2. She knows that man,
3. I give easy exams,
4. They ask many questions,
5. We study every day,
6. He always sits there,
7. It stops here,
8. You speak English,
9. She likes salad,
10. They eat a big lunch,
11. He doesn't drink coffee,
12. They don't carry bags,
13. We don't eat much meat,
14. She doesn't like tall men,
15. I don't watch you,
16. They don't sell many cars,
17. He doesn't usually come here,
18. She doesn't work every day,
19. It doesn't start at nine o'clock,
20. They don't often help him,

Drill 4. - Variable Substitution

Base sentence: I work

- | | |
|------------------|-----------------|
| 1. he | 11. usually |
| 2. negative | 12. every night |
| 3. at home | 13. statement |
| 4. statement | 14. negative |
| 5. always | 15. Salma |
| 6. never | 16. my brother |
| 7. she | 17. we |
| 8. often | 18. do they? |
| 9. question | 19. you |
| 10. the students | 20. my father |
| | 21. Maryam |

Drill 5. - Repetition

Call the attention of the class to the following:

This drill introduces the simple past tense. This tense is used to indicate that an action, an activity, or an event took place in the past.

Regular verbs form their past tenses by adding d or ed to the simple form of the verb. This ending, d or ed is pronounced t as in thanked, or d as in lived, or id as in repeated.

Point out that below are listed the past tenses of the regular verbs we have had so far.

Give the verbs listed below, doing all of each column first; the class repeats.

<u>t</u>	<u>d</u>	<u>id</u>
thanked	opened	repeated
liked	listened	started
*stopped	*studied	visited
looked	spelled	
asked	learned	
helped	*hurried	
walked	*carried	
washed	played	
watched	*tried	
worked	lived	
	closed	
	changed	
	used	

Drill 6. - Double Substitution

Point out that in the simple past the one form of the verb is used with all pronouns, both singular and plural.

a. I watched last night.

- | | |
|--------------|----------------|
| 1. worked | yesterday |
| 2. walked | last night |
| 3. helped | last week |
| 4. looked | last Monday |
| 5. stopped | last month |
| 6. tried | yesterday |
| 7. studied | last summer |
| 8. played | last Wednesday |
| 9. started | last year |
| 10. listened | yesterday |

b. We washed the car last night.

- | | |
|-------------------------|--------------|
| 1. thanked Fred | yesterday |
| 2. opened the store | last night |
| 3. used the engine | last Tuesday |
| 4. helped the cook | yesterday |
| 5. learned the lesson | last week |
| 6. visited the library | last month |
| 7. asked many questions | last week |
| 8. walked to school | yesterday |

- | | |
|----------------------|------------|
| 9. closed the office | last night |
| 10. carried the bags | yesterday |

Drill 7. - Transformation

Give a sentence; the class changes it to the simple past, using yesterday in place of every day, as in the example.

Example: T: He helps the doctor every day.
S: He helped the doctor yesterday.

1. He opens the door every day.
2. She washes the children every day.
3. I walk to school every day.
4. It starts at nine o'clock every day.
5. You use that engine every day.
6. She listens every day.
7. They visit the hospital every day.
8. We study every day.
9. She carries the children every day.
10. They watch TV every day.
11. He works at the bank every day.
12. It closes at half past five every day.
13. I thank my father every day.
14. They repeat the words every day.
15. Those boys play at the field every day.
16. He changes the pilot every day.
17. We learn new words every day.
18. He asks questions every day.

Drill 8. - Question - Answer

Ask a question; the class gives a short negative answer, and then makes a statement as in the example.

Example: T: Is he studying the lesson?
S: No, he isn't. He studied it yesterday.

1. Is he closing the shop?
2. Is she washing the floor?
3. Are you opening the office? (I)
4. Are they starting the lesson?
5. Are we using the engine?
6. Is he carrying the bag?
7. Are they changing the money?
8. Are they visiting the airport?
9. Is she trying the air cooler?
10. Are we studying the conversation?
11. Is he thanking the doctor?
12. Is she helping the cook?
13. Are they watching the teacher?
14. Are we visiting the judge?
15. Are you stopping the fan? (we)

16. Is he asking the questions?
17. Are they trying the airplanes?
18. Are you closing the restaurants?
19. Is he opening the windows?
20. Are they spelling the words?

Drill 9. - Transformation

Give the following sentences and have the class repeat:

I had a car. I didn't have a car.	I thanked the clerk. I didn't thank the clerk.
--------------------------------------	---

Point out that for the negative, the simple past follows the pattern we have already learned for had; in both cases we use didn't (did not) and the simple form of the verb.

Give a statement; a student changes it to the negative, as in these examples.

Examples: T: He opened the door.
S: He didn't open the door.

T: They worked at home.
S: They didn't work at home.

1. He started at the library.
2. She visited her relatives.
3. I repeated the conversation.
4. You looked at the picture.
5. They asked the officer.
6. They started the homework.
7. We liked the engineer.
8. The students listened.
9. He tried a new barber.
10. I helped the farmer.
11. The fisherman hurried to the sea.
12. The soldier opened the door.
13. The boys walked to school.
14. The mechanic washed the car.
15. We used the new books.
16. He changed the clock.
17. They closed the hotel.
18. We lived in that house.
19. George played with the boys.
20. She carried her umbrella.

Drill 10. - Substitution

They were very busy, but they helped.

- | | |
|-------------|---------|
| 1. sick | worked |
| 2. careless | watched |
| 3. fat | walked |
| 4. proud | helped |

5. polite	asked
6. brave	stopped
7. sad	listened
8. weak	studied
9. careful	hurried
10. hardworking	played
11. poor	tried
12. dishonest	changed
13. hot	started
14. young	worked
15. proud	learned
16. lazy	repeated
17. old	looked
18. busy	visited
19. cold	washed
20. serious	played

Drill 11. - Transformation

Give these sentences and have the class repeat:

<p>He had a car. Did he have a car?</p>

<p>He thanked the clerk. Did he thank the clerk?</p>
--

Point out that to change a statement to a question, the simple past follows the pattern we have already learned for had; in both cases we use did and the simple form of the verb.

Give a sentence; a student changes it to a question, as in the example above.

1. She helped the servant.
2. He asked the officer.
3. I changed the clock.
4. You liked the picture.
5. They started the homework.
6. We visited the greenhouse.
7. They stopped the fan.
8. He looked at those houses.
9. I opened the windows.
10. She used the old desk.
11. George walked to school.
12. The man tried the new ship.
13. The farmers lived there.
14. She repeated the sentence.
15. The policemen stopped that man.
16. We closed the restaurant.
17. I used my red umbrella.
18. They visited the neighbors.
19. The children watched the teacher.
20. Fred asked many questions.

Drill 12. - Question - Answer

The student hears a question; he gives a short negative answer and then a further reply, as in the examples.

Examples: T: Do they eat here every day?

S: No, they don't, but they often eat here.

T: Does she come here every day?

S: No, she doesn't, but she often comes here.

1. Do they sit here every day?
2. Do you stop here every day? (we)
3. Does he stand here every day?
4. Does she visit here every day?
5. Does it start here every day?
6. Do they work here every day?
7. Do we play here every day?
8. Do you begin here every day? (I)
9. Do they buy here every day?
10. Does she teach here every day?
11. Does he listen here every day?
12. Do I help here every day?
13. Does she read here every day?
14. Does he sleep here every day?
15. Do they drive here every day?
16. Do you write here every day? (I)
17. Does she watch here every day?
18. Do they walk here every day?
19. Does he look here every day?
20. Does it come here every day?

Drill 13. - Expansion

The student hears a statement; he answers as in the examples.

Examples: T: He should learn.

S: Maybe he should, but he doesn't learn.

T: They should write

S: Maybe they should, but they don't write.

1. He should watch.
2. She should eat.
3. We should listen.
4. You should teach. (I)
5. They should pay.
6. We should drive.
7. Saleh should work.
8. Laila should try.
9. The boys should play.
10. I should choose.
11. The old woman should sleep.
12. My brother should hurry.

13. The soldiers should begin.
14. Her sister should help.
15. The engineer should build.
16. The airplane should leave.
17. You should change. (we)
18. He should go.
19. The teacher should write.
20. We should study.

Drill 14. - Substitution

She opened the window yesterday.

1. thanked the teacher
2. looked at the picture
3. helped the old man
4. asked the policeman
5. watched the airplanes
6. worked at the bank
7. washed the dirty windows
8. walked to the airport
9. watched the children
10. opened the shop
11. listened to her mother
12. used her umbrella
13. tried the new car
14. carried that bag
15. learned another word
16. closed the office
17. hurried home
18. visited her friends
19. repeated ten sentences
20. started the car

Drill 15. - Question - Answer

The student hears a question; he answers as in the example.

Example: T: Why did Ali visit that man?
S: Ali didn't visit that man.

1. Why did Fred open that box?
2. Why did Salma ask that question?
3. Why did you thank the merchant? (I)
4. Why did they repeat that sentence?
5. Why did the policeman stop them?
6. Why did the soldier hurry?
7. Why did I look at that house?
8. Why did Jasim like them?
9. Why did we carry umbrellas?
10. Why did the officer walk?
11. Why did Laila stop the car?
12. Why did his friends work there?

13. Why did he open the book?
14. Why did she use the parking lot?
15. Why did the teacher watch him?
16. Why did you close the workshop? (we)
17. Why did they wash the plates?
18. Why did she live at the hotel?
19. Why did we learn those words?
20. Why did he play here?

LESSON THIRTY-TWO

I BASIC TEXT

Review Basic Text, Lesson 31.

II PRONUNCIATION

Drill 30. - ṣ vs. ẓ

Note to teachers: Arab students will ordinarily not encounter any difficulty in pronouncing the ṣ sound, as in ship. They will, however, probably have some difficulty with the ẓ sound, as in measure, which they tend to pronounce as meacure.

ship	garage
sheep	rouge
shoes	measure
cash	vision
wash	division
brush	conclusion
fish	pleasure

- Give the words of column one; the class listens.
- Give the words of column one; the class repeats.
- Follow the same procedure with the words of column two.
- Point out that both consonant sounds ṣ and ẓ have the same point of articulation, but ṣ is voiceless and ẓ is voiced.
- Give the words of each column again; the class repeats.
- Give the following sentences; the class repeats.

1. He washed the car in the garage.
2. She paid cash for the rouge.
3. His vision is very sharp.
4. Can you measure the length of the ship.
5. He took a decision to cash the check.

III DRILLS

Drill 1. - Repetition

Call the attention of the class to the following:

There are a number of very commonly used verbs which do not form the simple past tense in the regular way by adding d or ed to the simple form of the verb. These are called irregular verbs. The simple past tense forms of the irregular verbs we have had so far are presented in this drill. Students are responsible for learning these forms and their spelling; they will also be responsible for learning the forms and spelling of other irregular verbs, as they are presented in future drills.

Give each of the following pairs twice and have the class repeat.

write-wrote	put-put	bring-brought
take-took	sleep-slept	do-did
drink-drank	stand-stood	speak-spoke
know-knew	find-found	drive-drove
feel-felt	come-came	buy-bought
sit-sat	begin-began	send-sent
eat-ate	build-built	choose-chose
see-saw	say-said	pay-paid
read-read	leave-left	give-gave
go-went	sell-sold	teach-taught

Drill 2. - Transformation

Give the simple form and the simple past form of a verb and then give a statement using the simple present; the class changes the statement to the simple past, using yesterday in place of every day, as in the example.

Example: T: drive-drove He drives the car every day.
S: He drove the car yesterday.

- | | |
|-------------------|--|
| 1. drink-drank | He drinks coffee every day. |
| 2. know-knew | She knows the answers every day. |
| 3. sit-sat | I sit at this desk every day. |
| 4. eat-ate | They eat a big lunch every day. |
| 5. see-saw | We see some beautiful pictures every day. |
| 6. read-read | Murshid reads English every day. |
| 7. go-went | My friends go to the airport every day. |
| 8. sell-sold | The grocer sells a lot of tea every day. |
| 9. stand-stood | I stand near the bus terminal every day. |
| 10. leave-left | Fred leaves his house at nine o'clock every day. |
| 11. teach-taught | She teaches three classes every day. |
| 12. buy-bought | We buy a lot of fruit every day. |
| 13. send-sent | You send a clerk to the bank every day. |
| 14. give-gave | The teacher gives an exam every day. |
| 15. come-came | That animal comes here every day. |
| 16. pay-paid | My cousin pays the servant every day. |
| 17. bring-brought | The farmer brings fruit to the market every day. |
| 18. put-put | His mother puts cheese on the table every day. |
| 19. say-said | He says many kind words every day. |
| 20. do-did | They do their homework every day. |

Drill 3. - Transformation

Give a statement, using the simple past of an irregular verb; S₁ repeats. Then S₂ gives a negative response. Remind the class that for a negative sentence in the simple past we use didn't and the simple form of the verb.

Example: T: He went to the airport.

S₁: He went to the airport.

S₂: No, he didn't go to the airport.

Reverse the roles of the two students in the middle of the drill.

1. He took a lot of money.
2. He drank three glasses of milk.
3. They saw the airplanes.
4. She sold the old car.
5. We built a new house.
6. I knew those important people.
7. He taught those smart students.
8. She brought books to the library.
9. Laila chose the red umbrella.
10. The doctor sent him to the hospital.
11. Those officers drove to the camp.
12. You ate too much rice.
13. He put the bags in the car.
14. They went home.
15. The policeman found the man.
16. The judge spoke to the lawyers.
17. This teacher wrote that book.
18. His grandfather felt fine.
19. He slept at the hotel.
20. The mechanics came to the garage.

Drill 4. - Transformation

Give a statement from Drill 3. above; S₂ repeats. Then S₁ changes the statement to a question. Remind the class that for the question we use did and the simple form of the verb.

Example: T: He went to the airport.

S₁: He went to the airport.

S₂: Did he go to the airport?

Reverse the roles of the two students in the middle of the drill.

Drill 5. - Written

Choose the correct answer and write the letter in the space on the left.

Example:

1. ...^c. He (a. has b. have c. had d. will have) a big breakfast yesterday.

For the drill in class, ask an individual student to choose the correct answer, give the letter, and then say the full sentence. Then give the correct sentence and have all the class repeat.

1. They (a. are sitting b. sat c. will sit d. sit) in the new chairs tomorrow.
2. She (a. will eat b. ate c. is eating d. eats) her lunch now.
3. The mechanic (a. goes b. is going c. go d. going) to the airport every day.
4. We usually (a. were starting b. will start c. start d. are starting) at nine o'clock.
5. The teacher is going to (a. sends b. sending c. sent d. send) those books tomorrow.
6. We didn't (a. carried b. carry c. carrying d. can carry) those heavy bags last night.
7. Did he (a. sees b. seeing c. saw d. see) that beautiful picture?
8. The soldiers (a. went b. are going c. go d. were going) to the camp now.
9. I always (a. thanking b. thanks c. thank d. thanked) my father.
10. They (a. walked b. will walk c. are walking d. walk) to the bus station two days ago.

Drill 6. - Expansion

Give a command; the class answers with a statement in the simple past.

Example: T: Ask the teacher tomorrow.

S: I asked the teacher yesterday.

1. Help that sick man tomorrow.
2. Walk to the store tomorrow.
3. Wash the floor tomorrow.
4. Start the clock tomorrow.
5. Use that example tomorrow.
6. Visit those people tomorrow.
7. Try the new engine tomorrow.
8. Sleep at the hotel tomorrow.
9. Learn those words tomorrow.
10. Look for the money tomorrow.
11. Listen to the teacher tomorrow.
12. Work at the bank tomorrow.
13. Close the library tomorrow.
14. Stop the carpenter tomorrow.
15. Hurry to the post office tomorrow.
16. Carry her bags tomorrow.
17. Open the office tomorrow.
18. Study the answers tomorrow.
19. Spell those long words tomorrow.
20. Ask the engineer tomorrow.

Drill 7. - Dictation

Remind the student of the need to begin a sentence with a capital letter and to end it with proper punctuation. Caution them about the use of the s-form for the simple present.

My cousin is a mechanic. He works at the garage every day. If he isn't too busy, he tells me about the cars. He doesn't speak much English, but he often tries to speak English with me. Many people bring their cars to him. He is always very careful and honest. We all like him.

Drill 8. - Expansion

Give a negative command; a student answers with a negative statement in the simple past, as in the example.

Example: T: Don't drink tea in this room.
S: We didn't drink tea in this room.

1. Don't write on the walls.
2. Don't drive to the garage.
3. Don't speak to him.
4. Don't sell the calendars.
5. Don't eat food here.
6. Don't leave the book there.
7. Don't spend all the money.
8. Don't read that newspaper.
9. Don't sit near the window.
10. Don't give an answer.
11. Don't work on Friday.
12. Don't sleep in class.
13. Don't open that umbrella.
14. Don't help that lazy boy.
15. Don't start at three o'clock.
16. Don't study at the hotel.
17. Don't change those colors.
18. Don't ask any questions.
19. Don't pay the merchant.
20. Don't send him to the bank.

Drill 9. - Question - Answer

- a. Give a word or a phrase; S₁ uses it to ask a question. Give another word or phrase; S₂ answers the question.

Example: T: hospital
S₁: Who went to the hospital?
T: the sick man
S₂: The sick man went to the hospital.

- | | |
|----------------|---------------|
| 1. office | Frank |
| 2. garage | the mechanics |
| 3. university | the professor |
| 4. camp | the officers |
| 5. workshop | the engineers |
| 6. bank | the rich man |
| 7. bus station | the tailor |
| 8. clinic | the dentist |
| 9. airport | the pilot |
| 10. market | his wife |

- b. Give a word; S₂ uses it, with in or on as needed, to complete this question:

Did they come ?

Give another word; S₁ gives a short answer, and then uses this word, with in or on as needed, to complete this reply:

No, they didn't. They came

Examples: T: Monday

S₁: Did they come on Monday?

T: Saturday

S₂: No, they didn't. They came on Saturday.

T: March

S₁: Did they come in March?

T: February

S₂: No, they didn't. They came in February.

- | | |
|--------------|-----------|
| 1. Tuesday | Sunday |
| 2. November | October |
| 3. September | May |
| 4. Wednesday | Tuesday |
| 5. Saturday | Sunday |
| 6. March | January |
| 7. July | April |
| 8. Friday | Thursday |
| 9. Saturday | Thursday |
| 10. February | November |
| 11. August | July |
| 12. Monday | Wednesday |
| 13. June | January |
| 14. October | August |
| 15. Thursday | Monday |
| 16. December | September |

Drill 10. - Transformation

Give a sentence; an individual student changes it to the simple present, using all the time in place of yesterday.

1. He watched the children yesterday.
2. I brought his lunch yesterday.
3. It stopped here yesterday.
4. She drove the car yesterday.
5. Did he drink coffee yesterday?
6. Did they like the food yesterday?
7. Did she find the answer yesterday?
8. Did you teach yesterday?
9. Didn't they go to the hotel yesterday?
10. Didn't he sit here yesterday?
11. Didn't I take the money yesterday?
12. Didn't we work yesterday?

13. Did you try yesterday?
14. He knew the name yesterday.
15. She ate a lot of rice yesterday.
16. Didn't they bring the newspaper yesterday?
17. Did the doctor visit those people yesterday?

Drill 11. - Question - Answer

1. You aren't ready to play football now, are you?
2. When will you read an English newspaper?
3. Are you going to watch TV tonight?
4. Do you watch TV every night?
5. Where do you watch it?
6. Does the teacher give homework every day?
7. Does the teacher often speak Arabic?
8. Where does the teacher stand?
9. Doesn't the teacher usually write on the blackboard?
10. Do you always sit in that chair?
11. Where do the students eat lunch?
12. Do you sometimes eat at the hotel?
13. Where is the hotel?
14. Is the food expensive there?
15. Do you know a cheap restaurant?
16. Can you cook dinner yourself?
17. Why don't you like fruit?
18. How many cups of tea do you drink every day?
19. Whose car do you use?
20. Where do you wash your clothes?

Drill 12. - Expansion

The student hears a statement; he asks a question about the past, as in the example, using yesterday.

Example: T: She usually helps the doctor.
S: Did she help the doctor yesterday?

1. He often stops here.
2. They usually carry it.
3. They frequently walk home.
4. She sometimes watches them.
5. I often hurry to school.
6. Fred usually asks her.
7. We frequently study at the shop.
8. He often visits the neighbors.
9. She usually tries.
10. They sometimes thank the clerk.
11. He uses the library every day.
12. They wash the car every week.
13. She usually opens the door.
14. We often ask the policeman.
15. I sometimes play at the field.

16. He closes the office all the time.
17. They usually look at the clock.
18. We always repeat the words.
19. You sometimes listen to George.
20. He usually drives the car.

Drill 13. - Question - Answer

The student hears a question; he answers, as in the example, using pronouns in place of the nouns.

Examples: T: Who stopped the clock?
S: He didn't stop it.

T: Who carried those bags?
S: He didn't carry them.

1. Who stopped the clock?
2. Who carried those bags?
3. Who washed the floor?
4. Who used this room?
5. Who started the engines?
6. Who helped the dentist?
7. Who learned the answer?
8. Who asked those questions?
9. Who changed the time?
10. Who looked at the pictures?
11. Who spelled this word?
12. Who studied the verbs?
13. Who opened the windows?
14. Who thanked the judge?
15. Who repeated the sentence?
16. Who started the airplane?
17. Who closed the doors?
18. Who tried the exam?
19. Who liked the cheese?
20. Who watched the painter?

Drill 14. - Variable Substitution

Base sentence: He is studying English.

- | | | |
|--------------|--------------|-------------------|
| 1. question | 7. you | 13. last night |
| 2. they | 8. now | 14. now |
| 3. statement | 9. statement | 15. statement |
| 4. always | 10. tomorrow | 16. two years ago |
| 5. yesterday | 11. I | 17. he |
| 6. question | 12. negative | 18. question |

Drill 15. - Expansion

The student hears a statement; he replies as in the example.

Example: Teacher: He bought a new car last week.
Student: They bought a new car last week too.

1. He sold a house last week.
2. He left the office last week.
3. He built a shop last week.
4. He began a new book last week.
5. He came to the hotel last week.
6. He found an old friend last week.
7. He brought some chicken last week.
8. He spoke to the judge last week.
9. He drove to the airport last week.
10. He sent a carpenter last week.
11. He chose the pictures last week.
12. He paid the engineer last week.
13. He gave an answer last week.
14. He taught ten classes last week.
15. He went to the hospital last week.
16. He read three books last week.
17. He saw the new calendars last week.
18. He ate too much bread last week.
19. He felt very happy last week.
20. He took three exams last week.

LESSON THIRTY-THREE

I DIALOG

Helping a friend

Say, where did you go yesterday?
I waited a half hour for you, and
then I went home.

Why didn't you send word and
let me know?

By the way, what did you think
of that plan I gave you?

What didn't you understand?

Oh, you're my friend, and we
need a good man.

Sure, but you can do that
any time. We're really de-
pending on you. Won't you
help a friend?

I'm sorry. I had to take care of
some important business.

I couldn't find a telephone. Any-
way, I didn't finish till eight
o'clock.

I thought it was fine, but I didn't
understand all of it.

For one thing, why did you put me
down as the chairman?

Didn't I tell you that I wanted
to take a vacation?

All right. I'll do it to please you.
I guess this is more important than
a vacation.

II PRONUNCIATION

Drill 31. syllabic n and l

Note to teachers: Some consonants, especially final n and l are syllabic; that is, the consonant is an entire syllable in itself. In pronouncing words like apple, for example, Arab students often stress the last syllable too strongly and interpolate a vowel sound, thus: apul or apil.

1. Syllabic l

table	bottle	marble	hospital	middle
little	people	battle	couple	able

- Give each of the words above; the class listens.
- Give each of the words above; the class repeats.
- Use the observations made in the note above and warn the students not to interpolate a vowel.
- Give the words again; the class repeats.

II. Syllabic n.

listen	taken
lesson	happen
garden	written
beaten	golden
driven	ridden

Follow the procedure indicated for syllabic l.

III. Give the following sentences practicing syllabic l and n; the class repeats.

1. The little table is broken.
2. You should listen to the lesson.
3. He has written with a little pencil.
4. They have driven to the garden.

III DRILLS

Drill 1. - Transformation

- a. Give each of the following pairs twice and have the class repeat:

find-found	do-did	see-saw
go-went	feel-felt	take-took

- b. Give a sentence; an individual student changes it to the simple past.

Example: T: He finds a good friend in every city.
S: He found a good friend in every city.

1. He finds a good friend in every city.
2. This boy finds money in the bag.
3. They go by car.
4. He goes with his father.
5. She does the lesson at home.
6. We do the homework before class.
7. I feel it. Do you feel it?
8. They feel very happy.
9. He sees the beautiful picture.
10. We see the new airplanes.
11. He takes money from us.
12. It takes a lot of time.
13. I find good doctors.
14. She feels cold.
15. The boys go to school.
16. He does it himself.
17. We take many exams.
18. You do a lot of work here.
19. He finds it, doesn't he?
20. You see it, don't you?

Drill 2. - Transformation

Before beginning the drill, remind the class that word order after the question words where and why is the same as that for simple questions.

- a. Give a statement; an individual student asks a question, using the question word where, as in the example. Then give the correct question and have all the class repeat.

Example: T: He can sleep.
S: Where can he sleep?

- | | |
|--------------------------------|----------------------------|
| 1. We should sit. | 8. I am going to eat. |
| 2. He can study. | 9. Ali was playing. |
| 3. They found Nancy's bag. | 10. He went two days ago. |
| 4. He felt it. | 11. He could watch it. |
| 5. They must write the answer. | 12. They found a good car. |
| 6. He had to send the book. | 13. I am looking. |
| 7. She usually takes the cook. | 14. We have to drive. |

- b. Give a statement; an individual student asks a question, using the question word why, as in the example. Then give the correct question and have the class repeat.

Example: Teacher: He should sit here.
Student: Why should he sit here?

- | | |
|-----------------------------|---|
| 1. John went home. | 8. He felt happy. |
| 2. I am leaving. | 9. She takes a lot of sugar. |
| 3. They are going to begin. | 10. They found it themselves. |
| 4. He should do it himself. | 11. He had to see it. |
| 5. She can't read it. | 12. They often walk to the bus station. |
| 6. They were watching us. | 13. She could feel it. |
| 7. We must drive the car. | 14. He has to go at night. |

Drill 3. - Transformation

Before beginning the drill, remind the class that word order after the question words when and what is the same as that for simple questions.

- a. Give a statement; an individual student asks a question, using the question word when, as in the example. Then give the correct question and have all the class repeat.

Example: T: I went home.
S: When did you go home?

- | | |
|---------------------------|--|
| 1. She can come. | 6. They will help me. |
| 2. He has to find it. | 7. He took those books. |
| 3. It should start. | 8. They are going to help the painter. |
| 4. They took the clock. | 9. I will take the exam. |
| 5. We must pay the money. | 10. The teacher is beginning the lesson. |

11. She did that herself.
12. The girls were going to the cinema.
13. They felt very hot.
14. He usually speaks to them.

- b. Give a statement; an individual student asks a question, using the question word what, as in the example. Then give the correct question and have all the class repeat.

Example: T: He took the book.
S: What did he take?

1. She found the old books.
2. They took the umbrellas.
3. They should do it.
4. I have to study the verbs.
5. I can feel the hot water.
6. We must see that picture.
7. We brought the oranges.
8. He is going to watch TV.
9. They paid a lot of money.
10. I found ten pencils.
11. She visited the hospital.
12. They are leaving the office.
13. He could carry the bag.
14. She brings the food.

Drill 4. - Variable Substitution

Base sentence: It is stopping now.

- | | | |
|--------------|---------------|----------------------|
| 1. question | 7. go | 13. two days ago |
| 2. tomorrow | 8. last week | 14. statement |
| 3. yesterday | 9. question | 15. tomorrow morning |
| 4. they | 10. every day | 16. negative |
| 5. statement | 11. he | 17. last week |
| 6. always | 12. teach | 18. now |

Drill 5. - Question - Answer

Ask a question and then give a word or a phrase; the class uses the word or phrase to make a negative statement, and then adds another statement, as in the examples, stressing 1.

Examples: T: Who wrote the homework? the professor
S: The professor didn't write the homework. I wrote it.

T: Who taught the girls? Salem
S: Salem didn't teach the girls. I taught them.

- | | |
|------------------------------|---------------|
| 1. Who sold the meat? | the carpenter |
| 2. Who drove the car? | the tailor |
| 3. Who sent the boys? | the secretary |
| 4. Who chose Fred? | the teacher |
| 5. Who began that sentence? | John |
| 6. Who brought those apples? | the servants |
| 7. Who saw Laila? | the children |
| 8. Who stopped the car? | his uncle |
| 9. Who gave watches? | the farmer |
| 10. Who paid the barber? | Hamad |
| 11. Who drank the milk? | the policeman |
| 12. Who left the shops? | Jasim |

- | | |
|-----------------------------|---------------|
| 13. Who built this house? | the judge |
| 14. Who bought the desks? | the officer |
| 15. Who found the painter? | Aziz |
| 16. Who ate the meat? | those boys |
| 17. Who helped the cook? | the dentist |
| 18. Who said those words? | Salma |
| 19. Who tried the children? | her mother |
| 20. Who opened the boxes? | their brother |

Drill 6. - Transformation

- a. Give each of the following pairs twice and have the class repeat.

know-knew	write-wrote	tell-told
come-came	got-got	make-made

- b. Give a sentence; an individual student changes it to the simple past and adds last week. Then give the correct sentence and have all the class repeat. Direct the students to refer to the simple past forms above.

Examples: T: She knows the answer.
S: She knew the answer last week.

T: He's going to come here.
S: He came here last week.

- | | |
|-------------------------------|-------------------------------------|
| I. 1. She knows the answer. | II. 1. He's writing a book. |
| 2. He knows the questions. | 2. I'm writing the example. |
| 3. They know the teacher. | 3. They're writing the answers. |
| 4. We know their names. | 4. We're writing the numbers. |
| III. 1. She tells her mother. | IV. 1. He's going to come here. |
| 2. He tells the merchant. | 2. I'm going to come by car. |
| 3. It tells the weather. | 3. They're going to come home. |
| 4. They tell their friends. | 4. She's going to come by airplane. |
| V. 1. I'll get a calendar. | VI. 1. He was making a desk. |
| 2. He'll get a new car. | 2. We were making a table. |
| 3. They'll get the money. | 3. She was making salad. |
| 4. She'll get a watch. | 4. I was making much money. |

Drill 7. - Variable Substitution

Base sentence: He isn't writing it now.

- | | | |
|--------------|------------------|----------------|
| 1. tomorrow | 8. last week | 15. negative |
| 2. we | 9. now | 16. statement |
| 3. yesterday | 10. statement | 17. often |
| 4. take | 11. ten days ago | 18. get |
| 5. statement | 12. make | 19. last night |
| 6. always | 13. she | 20. negative |
| 7. question | 14. next month | 21. next week |

Drill 8. - Question - Answer

Ask a question; a student gives a short negative answer and then makes a statement, using an emphasizing pronoun, as in the examples.

Examples: T: Did you go there with them?
S: No, I didn't. They went there themselves.

T: Did you leave the office with him.
S: No, I didn't. He left the office himself.

1. Did you come here with them?
2. Did you drive the car with him?
3. Did you build the house with him?
4. Did you try the engine with her?
5. Did you give the example with him?
6. Did you choose the day with us?
7. Did you pay the money with them?
8. Did you sell the food with them?
9. Did you carry the bag with her?
10. Did you begin work with us?
11. Did you take the exam with her?
12. Did you write the book with him?
13. Did you see the picture with them?
14. Did you sit there with her?
15. Did you stop the car with him?
16. Did you give the money with us?
17. Did you buy the fruit with them?
18. Did you get the fan with her?
19. Did you go there with me?
20. Did you eat lunch with them?

Drill 9. - Question - Answer

Ask a question; the class first makes a short reply, using the word mistaken. Give examples to illustrate the meaning and caution the students not to use mistake when they mean mistaken. The class pauses briefly after this short response, and then makes another reply, as in the example.

Example: T: Why did you use that car?
S: You're mistaken. I didn't use that car.

1. Why did you tell his father?
2. Why did you write that answer?
3. Why did you get that pen?
4. Why did you come on Tuesday?
5. Why did you go to the camp?
6. Why did you bring the food?
7. Why did you take those apples?
8. Why did you sit there?
9. Why did you feel sad?
10. Why did you buy that engine?
11. Why did you drive that car?
12. Why did you read that newspaper?

13. Why did you visit that man?
14. Why did you speak to her?
15. Why did you drink that milk?
16. Why did you sell those oranges?
17. Why did you teach those students?
18. Why did you choose that color?
19. Why did you eat that fruit?
20. Why did you say that word?

Drill 10. - Transformation

- a. Give each of the following pairs twice and have the class repeat:

say-said	give-gave	understand-understood
hear-heard	read-read	forget-forgot

- b. Give a sentence; an individual student changes it to the simple past and adds a week ago.

Example: T: He hears the airplane.
S: He heard the airplane a week ago.

- | | |
|----------------------------------|--------------------------------|
| I. 1. They say polite words. | II. 1. I hear the neighbors. |
| 2. She says long sentences. | 2. He hears your question. |
| 3. He says a kind word. | 3. They hear the commands. |
| 4. They say "hello." | 4. She hears her mother. |
| III. 1. He gives much money. | IV. 1. He reads the newspaper. |
| 2. It gives the news. | 2. Those men read English. |
| 3. She gives many dinners. | 3. She reads many books. |
| 4. They give the exams. | 4. We read her answers. |
| V. 1. He understands every word. | VI. 1. He forgets his watch. |
| 2. We understand the questions. | 2. They forget the money. |
| 3. They understand that teacher. | 3. She forgets his name. |
| 4. She understands the children. | 4. You forget lunch. |

Drill 11. - Question - Answer

Ask a question; a student answers, giving the reason, as in the example.

Example: T: Why are you working today?
S: I'm working today, because I didn't work yesterday.

1. Why are you beginning today?
2. Why is she reading today?
3. Why are they coming today?
4. Why is he writing today?
5. Why are you getting it today?
6. Why are we telling it today?
7. Why is he doing it today?
8. Why are they taking it today?
9. Why is he sending it today?
10. Why am I starting today?

11. Why is he driving today?
12. Why are they paying today?
13. Why are we hurrying today?
14. Why is she bringing it today?
15. Why is the doctor visiting today?
16. Why are you washing today?
17. Why are they selling it today?
18. Why are the men leaving today?
19. Why is he teaching today?
20. Why is she speaking today?

Drill 12. - Oral Comprehension and Reading

A Visit to the Hospital

Salma left the house at eight o'clock last night. She drove to the hospital to see her sick sister, Sara. She stopped at a shop and bought some flowers. She spoke to the policeman in front of the hospital and then put the car in the parking lot. She saw her friend, Laila, at the door of the hospital and talked to her for a short time. She learned that Laila's mother was sick too.

She entered the hospital and went to the doctor's office. She asked him about her sister. He said that Sara was better but that she had to stay in the hospital. Salma hurried to her sister's room and visited with her for a half hour. Sara was feeling much better. She was happy to see her sister and talk with her. Salma put the flowers on a table. She left her sister's room at nine o'clock and drove home.

After the second reading, follow the true or false procedure.

1. Salma started at eight o'clock.
2. Salma went to the hospital two nights ago.
3. She walked to the hospital.
4. She couldn't buy any flowers.
5. She found some flowers at her friend's house.
6. She talked to her friend, Laila.
7. The policeman stopped Salma in front of the hospital.
8. Salma put the car in the parking lot.
9. Salma went to the hospital, because she wanted to see Laila.
10. Laila's mother was not well.
11. Salma could not find the doctor's office.
12. The doctor said Sara could go home.
13. Sara's health was better.
14. Sara was very sad, while Salma was in her room.
15. Salma brought fruit and flowers to Sara.
16. Salma and Sara talked for an hour.
17. Salma put the flowers on a table.
18. Salma stayed at the hospital that night.
19. Salma went to Laila's house.
20. Salma drove home after nine o'clock.

Drill 13. - Transformation

The student hears a sentence and then a question word; he uses this word to restate the statement as a question, as in the examples.

Examples: T: They went to the restaurant. when
S: When did they go to the restaurant?

T: He forgot the newspapers. why
S: Why did he forget the newspapers?

1. She drove the car herself. why
2. He sold the old engine. when
3. They went on Thursday. where
4. The professor taught three classes. when
5. The merchant left the shop. why
6. She brought the food. what
7. He sent the answer. when
8. They paid the money. why
9. He found three notebooks. how many
10. She forgot their names. what
11. He sent them to school. when
12. They heard the sad news. where
13. We saw Faisal's picture. whose
14. I read a wonderful book. when
15. He gave many exams. why
16. They knew the answers. when
17. He did it himself. why
18. We built a new house. what
19. He went two days ago. where
20. They ate a big dinner. why

Drill 14. - Question - Answer

The student hears a question; he gives a short answer and then makes a statement, as in the examples.

Examples: T: Did you write my name?
S: No, I didn't. I wrote the other names.

T: Did you get my bag?
S: NO, I didn't. I got the other bags.

1. Did you write my name?
2. Did you get my bag?
3. Did you find my watch?
4. Did you do my lesson?
5. Did you take my pencil?
6. Did you know my neighbor?
7. Did you write my number?
8. Did you tell my lawyer?
9. Did you get my glass?
10. Did you bring my chair?

11. Did you see my place?
12. Did you sell my car?
13. Did you teach my student?
14. Did you send my umbrella?
15. Did you buy my book?
16. Did you read my answer?
17. Did you leave my ruler?
18. Did you drive my car?
19. Did you choose my picture?
20. Did you try my pen?

Drill 15. - Variable Substitution Drill

The student follows the procedure for previous drills of this kind.

Base sentence: We are reading the newspapers now.

- | | | |
|--------------------|----------------|----------------|
| 1. yesterday | 7. usually | 13. statement |
| 2. in five minutes | 8. he | 14. next week |
| 3. they | 9. statement | 15. last night |
| 4. last Monday | 10. negative | 16. negative |
| 5. buy | 11. a week ago | 17. they |
| 6. question | 12. bring | 18. now |

LESSON THIRTY-FOUR

I DIALOG

Review Dialog, Lesson 33. Take the part of one speaker; S₁ takes the part of the other speaker; switch roles. Then have S₁ and S₂ do the dialog.

II PRONUNCIATION

Drill 32. - str

street	stream	strength
strong	strangle	strand
straight	struggle	strap
strip	string	strife

- Give each of the words above; the class listens.
- Give each of the words above; the class repeats.
- Point out that Arab students have a tendency to insert a vowel sound in the consonant cluster str -. For example, they tend to say sitrete instead of street. They should be warned not to insert such a vowel sound.
- Give the words again; the class repeats.
- Give the following sentences; the class repeats.
 - This is a straight street.
 - Strength is the noun from strong.
 - He was strapped and strangled.
 - That straw has a strange color.

III DRILLS

Drill 1. - Expansion

Give a statement; a student replies with one statement and then makes another statement in the simple past, using a pronoun, as in the examples.

Examples: T: He can do that work.
S: It's not necessary. I did it yesterday.

T: We can find the book.
S: It's not necessary. I found it yesterday.

- He can do that work.
- We can find the book.
- I can take the food.
- She can get the money.
- He can stop the fan.
- You can give the exam.
- They can sell the car.
- We can pay the money.
- He can choose the name.
- They can make the table.
- They can begin the work.
- She can bring the notebook.
- We can give the answer.
- I can open the desk.

- | | |
|--------------------------------|--------------------------------|
| 15. He can wash the car. | 18. I can buy the food. |
| 16. She can ask the question. | 19. We can find the watch. |
| 17. They can close the office. | 20. He can bring the umbrella. |

Drill 2. - Substitution

Give a base sentence; the class changes it to a simple question. Then give a question word; the class uses it to ask a question. Then give the correct question and have the class repeat. Use the same question words with all the base sentences:

when, where, why, what

Example: Teacher

Class

He is building.

Is he building?

what

What is he building?

where

Where is he building?

why

Why is he building?

when

When is he building?

For uniformity contractions should not be used in the drill.

- | | |
|-------------------|----------------|
| 1. He is leaving. | 4. You forgot. |
| 2. They tried. | 5. They drove. |
| 3. She teaches. | 6. He tries. |

Drill 3. - Addition

Give a sentence; an individual student repeats it and adds a tail question.

Examples: T: He understands,
S: He understands, doesn't he?

T: She can't come,
S: She can't come, can she?

- | | |
|---------------------------|-------------------------|
| 1. He drives, | 10. It was on Tuesday, |
| 2. She can't go, | 11. He's very sick, |
| 3. I can't answer, | 12. They don't know, |
| 4. He doesn't understand, | 13. It wasn't starting, |
| 5. They have to leave, | 14. The bank closed, |
| 6. She taught, | 15. He's listening, |
| 7. It opened, | 16. It couldn't stop, |
| 8. He'll come, | 17. They don't hurry, |
| 9. She's going to study, | 18. We should ask, |

Drill 4. - Transformation

- a. Give each of the following pairs twice and have the class repeat:

send-sent	pay-paid	sell-sold
spend-spent	build-built	break-broke

- b. Give a sentence; an individual student changes it to the simple past and adds yesterday. Then give the correct sentence and have the class repeat. Direct the students to refer to the simple past forms above.

Examples: T: He will send the clerk.
S: He sent the clerk yesterday.

T: He's building another garage.
S: He built another garage yesterday.

- I.
 - 1. She will send the boy.
 - 2. They will send the books.
 - 3. The government will send him.
 - 4. I will send a carpenter.
- II.
 - 1. We spend our time there.
 - 2. He spends a lot of money.
 - 3. They spend much money too.
 - 4. She spends too much money.
- III.
 - 1. He's paying the carpenter.
 - 2. They're paying the servants.
 - 3. She's paying too much money.
 - 4. We're paying for the car.
- IV.
 - 1. He's building another garage.
 - 2. They're building a new hospital.
 - 3. I'm building behind the school.
 - 4. She's building a small airplane.
- V.
 - 1. He'll sell that old car.
 - 2. I'll sell this air cooler.
 - 3. They'll sell many oranges.
 - 4. She'll sell a lot of fish.
- VI.
 - 1. He's going to break his watch.
 - 2. She's going to break those glasses.
 - 3. They're going to break the windows.
 - 4. It's going to break.

Drill 5. - Question - Answer

Give a command; S₁ uses it to ask a negative question; S₂ answers, as in the examples.

Examples: T: forget the book
S₁: Didn't he forget the book?
S₂: Yes, he did. I forgot it too.

T: send the mechanics
S₁: Didn't he send the mechanics?
S₂: Yes, he did. I sent them too.

Reverse the roles of the two students in the middle of the drill.

- | | |
|---------------------------|------------------------|
| 1. spend the money | 11. make that table |
| 2. forget the notebook | 12. get those pencils |
| 3. pay the merchant | 13. write the answer |
| 4. build that house | 14. take that exam |
| 5. break those glasses | 15. see those pictures |
| 6. sell the food | 16. find the judge |
| 7. read the newspaper | 17. eat that meat |
| 8. understand the teacher | 18. tell the lawyer |
| 9. give those desks | 19. know the questions |
| 10. hear the command | 20. do that work |

Drill 6. - Transformation

- a. Give each of the following pairs twice and have the class repeat.

teach-taught
eat-ate

leave-left
drink-drank

choose-chose
keep-kept

- b. Give a sentence; an individual student changes it to the simple past and adds last evening. Direct the students to refer to the simple past forms above.

- I. 1. He teaches two classes.
2. She teaches English.
3. They teach us.
4. We teach the cook.

- II. 1. The boys eat all the fruit.
2. The old men eat rice.
3. Zaki eats a lot of bread.
4. She eats a big piece of meat.

- III. 1. We're leaving the office.
2. He's leaving that bag.
3. She's leaving the city.
4. They're leaving the money.

- IV. 1. He'll drink a lot of coffee.
2. They'll drink all the tea.
3. The children drink milk.
4. She drinks cold water.

- V. 1. She's choosing the names.
2. He's choosing a car.
3. They'll choose a good barber.
4. We'll choose beautiful colors.

- VI. 1. He keeps all the money.
2. She keeps her bag.
3. They're keeping the car.
4. You're keeping the books.

Drill 7. - Dictation

Jasim tried to read the English newspaper yesterday. It was Thursday's newspaper and he was looking for the name of his friend. He didn't understand some words, because his English was weak. Maybe he'll be better in English after some months. He felt very happy and proud when he found his friend's name.

Drill 8. - Transformation

Give a base sentence; an individual student repeats it. Then give, one by one, a series of time expressions; for each time expression the same student makes a new sentence, and each time you give the correct sentence and have all the class repeat. At the end of the series of time expressions, select another student, give a new base sentence and repeat the procedure.

Example: Teacher	Student
They were going.	They were going.
now	They are going now.
last year	They went last year.
next month	They will go next month.
always	They always go.
never	They never go.

Use this series of time expressions for all base sentences:

now, last year, next month, always, never

- | | |
|-----------------------------|-------------------------------|
| 1. They were coming. | 3. I was reading a long book. |
| 2. He was teaching English. | 4. She was eating at home. |

Drill 9. - Transformation

Ask a question; S₁ changes the question to the simple past. Then S₂ answers, as in the example.

Example: T: Who helps the old woman?
S₁: Who helped the old woman?
S₂: I helped her.

- | | |
|------------------------------|-----------------------------|
| 1. Who takes the book? | 11. Who sends the books? |
| 2. Who drinks the coffee? | 12. Who finds the house? |
| 3. Who sees the airplane? | 13. Who chooses the day? |
| 4. Who writes the questions? | 14. Who visits the doctor? |
| 5. Who teaches Ahmad? | 15. Who asks the secretary? |
| 6. Who does the work? | 16. Who sells the meat? |
| 7. Who eats the fruit? | 17. Who carries the bags? |
| 8. Who drives the car? | 18. Who knows the answer? |
| 9. Who buys the food? | 19. Who gets the umbrella? |
| 10. Who gives the money? | 20. Who hears the teacher? |

Drill 10. - Expansion

Give a statement; a student replies, as in the example.

Example: Teacher: Some people built houses last year.
Class : I built one, he built another, and they
built the others.

1. Some people wrote books last year.
2. Some people brought calendars last year.
3. Some people found good stores last year.
4. Some people took exams last year.
5. Some people got cars last year.
6. Some people made desks last year.
7. Some people gave dinners last year.
8. Some people visited hospitals last year.
9. Some people bought telephones last year.
10. Some people read books last year.
11. Some people used air coolers last year.
12. Some people saw airplanes last year.
13. Some people sent clocks last year.
14. Some people sold houses last year.
15. Some people kept animals last year.
16. Some people taught classes last year.
17. Some people visited hospitals last year.
18. Some people broke windows last year.
19. Some people chose dates last year.
20. Some people used libraries last year.

Drill 11. - Question - Answer

1. What time did the first class begin this morning?
2. Did you do your homework last night?
3. Do you always finish your homework?
4. When did you write to your family?
5. Did you get any news about your family?
6. Are you going to visit your family next month?
7. Do you want to be successful and happy?
8. Do you take care of your health?
9. When do you take exercise?
10. What exercise do you take?
11. Where did the servant get his new car?
12. Why did you lend a lot of money to the servant?
13. Did you listen to the news last night?
14. What did you see on TV last night?
15. Did you hear the telephone five minutes ago?
16. What did you do after class yesterday?
17. Where did you spend last summer?
18. When did you lose your watch?
19. Why are you staying at the hotel?
20. Did you understand the question?

Drill 12. - Question - Answer

The student hears a question; he answers as in the examples.

Examples: T: Who drove the car?

S: He drove it, but they didn't drive it.

T: Who sent the carpenter?

S: He sent him, but they didn't send him.

T: Who went?

S: He went, but they didn't go.

- | | |
|-----------------------------|---------------------------------|
| 1. Who drove the car? | 11. Who understood the teacher? |
| 2. Who sent the carpenter? | 12. Who read those books? |
| 3. Who went? | 13. Who made that table? |
| 4. Who saw the airplane? | 14. Who told the officer? |
| 5. Who chose the engineer? | 15. Who knew the answers? |
| 6. Who ate the oranges? | 16. Who took the umbrella? |
| 7. Who left those rulers? | 17. Who came? |
| 8. Who sold that old clock? | 18. Who found the small boy? |
| 9. Who spent the money? | 19. Who broke the glasses? |
| 10. Who forgot the date? | 20. Who heard it? |

Drill 13. - Question - Answer

When S_1 hears an expression, he uses it to ask a question. Then S_2 answers, as in the example.

Example: T: drink any tea

S_1 : Did you drink any tea?

S_2 : I didn't drink any tea yesterday, but I'll drink some tomorrow.

The roles of the two students are reversed in the middle of the drill.

- | | |
|-----------------------|-------------------------|
| 1. drink any tea | 11. hear any names |
| 2. eat any oranges | 12. give any money |
| 3. read any books | 13. bring any chalk |
| 4. buy any newspapers | 14. teach any classes |
| 5. see any people | 15. sell any pencils |
| 6. take any money | 16. study any words |
| 7. find any chairs | 17. write any sentences |
| 8. choose any watches | 18. send any pens |
| 9. try any rice | 19. spend any money |
| 10. get any calendars | 20. keep any meat |

Drill 14. - Question - Answer

When S_1 hears a statement, he asks a question; S_2 answers, as in the example. Both students stress he.

Example: T: They heard the news at home.

S₁: Where did he hear the news?

S₂: He heard the news at home too.

The roles of the two students are reversed in the middle of the drill.

1. They bought food at the market.
2. They sat in this room.
3. They taught at school.
4. They sold cars at the garage.
5. They stood near the door.
6. They got money at the bank.
7. They began at the camp.
8. They found her at the clinic.
9. They wrote the answers at home.
10. They made the desk at the shop.
11. They saw those books at the library.
12. They read the questions in class.
13. They built a house near the airport.
14. They ate dinner at the restaurant.
15. They left the bags at the hotel.
16. They put the car in the parking lot.
17. They brought the boys to the field.
18. They sent food to the hospital.
19. They kept the animals at the farm.
20. They drank tea at work.

Drill 15. - Double Substitution

I slept yesterday, but I'll work tomorrow.

- | | | | |
|-----------|--------|----------------|--------|
| 1. sleep | work | 11. begin | stop |
| 2. teach | study | 12. leave | visit |
| 3. sit | stand | 13. forget | try |
| 4. talk | listen | 14. speak | listen |
| 5. buy | sell | 15. stand | sit |
| 6. come | leave | 16. read | play |
| 7. take | give | 17. build | sleep |
| 8. know | forget | 18. watch | know |
| 9. write | read | 19. pay | choose |
| 10. drive | walk | 20. understand | ask |

LESSON THIRTY-FIVE

I BASIC TEXT

Oral Comprehension and Reading

At the Restaurant

George took some of his friends to a new restaurant three nights ago. In fact, it was on Thursday, November 10. They weren't sure where it was, but they finally found it near the travel office. They had to stand a few minutes till a table was ready. While they were standing, they were listening to some wonderful music. It was modern music and they all liked it.

After a short time they sat at the table and chose the food. There were some beautiful red flowers on the table. The servant began to bring the dinner at nine o'clock, and they ate for more than an hour. George enjoyed the dinner and his friends enjoyed it too. After they finished, George paid the servant and the happy men returned home.

1. Where did George take his friends?
2. Did they go on Wednesday, November 9?
3. Did George take them to his father's house?
4. Did they talk to the man in the travel office?
5. Why did they go to the travel office?
6. There weren't any chairs in the restaurant, were there?
7. Was the table too small?
8. When did they hear the music?
9. Did they like the music?
10. What color were the flowers on the table?
11. What time did they start dinner?
12. Did they have a small dinner or a big dinner?
13. Did they have to bring the food to the table themselves?
14. Did all the men pay for the dinner?
15. Where did the men go after the dinner?

Notice: Remind the students that the next two Lessons will be devoted to a general review and that this will be followed by a comprehensive exam on all the matter covered in the text. Direct the students to prepare as follows for the review of vocabulary and dialogs.

Lesson 36: Vocabulary and dialogs presented in Lessons 1-14.

Lesson 37: Vocabulary and dialogs presented in Lessons 15-35.

II PRONUNCIATION

Drill 33. - sks

asks
tasks

casks
masks

desks
flasks

husks
risks

disks
basks

- a. Give each of the words above; the class listens.
- b. Give each of the words above; the class repeats.
- c. Point out that Arab students have a tendency to insert a vowel sound before the -s inflection. For example they tend to say askis instead of asks.
- d. Give the words again; the class repeats.
- e. Give the following sentences; the class repeats.

III DRILLS

Drill 1. - Transformation

- a. Give each of the following pairs twice and have the class repeat:

put-put	buy-bought	bring-brought
sit-sat	lose-lost	hide-hid

- b. Give a sentence; an individual student changes it to the simple past and adds last night.

- I.
 1. She puts the food on the table.
 2. He puts his money in the bank.
 3. They put their cars in the garage.
 4. I put my books under the chair.
- II.
 1. They sit at home.
 2. He sits near the window.
 3. She sits there.
 4. We sit in the new chairs.
- III.
 1. He buys the meat at the market.
 2. We buy a lot of bread.
 3. She buys expensive watches.
 4. They buy fruit at the farm.
- IV.
 1. He loses the money.
 2. We lose our friends.
 3. They lose much chalk.
 4. She loses her umbrella.
- V.
 1. She brings the milk.
 2. We bring the newspapers.
 3. They bring a lot of oranges.
 4. It brings good weather.
- VI.
 1. He hides his new watch.
 2. They hide their money.
 3. She hides herself.
 4. We hide the bags.

Drill 2. - Transformation

Give a base sentence; an individual student repeats it. Then give, one by one, a series of time expressions; for each time expression the same student makes a new sentence; and each time

you give the correct sentence and have all the class repeat.
At the end of the series of time expressions, select another student, give a new base sentence and repeat the procedure.

Example: Teacher

Student

The men do the work.	The men do the work.
now	The men are doing the work now.
next Tuesday	The men will do the work next Tuesday.
last summer	The men did the work last summer.
usually	The men usually do the work.
every month	The men do the work every month.

Use this series of time expressions for all base sentences:

now, next Tuesday, last summer, usually, every month.

- | | |
|-------------------------|---------------------------------|
| 1. They leave the city. | 3. The officer gives the order. |
| 2. I take it. | 4. He was teaching them. |

Drill 3. - Variable Substitution

Follow the procedure for previous drills of this kind.

Base sentence; They are going now.

- | | | |
|-----------------|-------------------|----------------|
| 1. last week | 8. two days ago | 15. eat |
| 2. why | 9. four days from | 16. right now |
| 3. tomorrow | now | 17. last night |
| 4. every day | 10. last night | 18. next week |
| 5. pay | 11. every night | 19. negative |
| 6. at this time | 12. usually | 20. last week |
| 7. next Tuesday | 13. write | 21. statement |
| | 14. where | |

Drill 4. - Transformation

Give a statement; a student makes a short denial of the statement.

Examples: T: He can leave.

S: No, he can't.

T: The men came.

S: No, they didn't.

T: It's stopping.

S: No, it isn't.

- | | |
|-----------------------|---------------------------|
| 1. It left. | 8. He was there. |
| 2. He tried it. | 9. They'll start. |
| 3. They're talking. | 10. She's going to eat. |
| 4. You should ask. | 11. We said it. |
| 5. I have to see it. | 12. He'll be generous. |
| 6. She has a desk. | 13. He tries hard. |
| 7. They were doctors. | 14. They do all the work. |

- | | |
|----------------------------|-------------------------|
| 15. The people understood. | 19. She taught a class. |
| 16. She can pay. | 20. That's his house. |
| 17. He must choose. | 21. He is mistaken. |
| 18. I had to speak. | |

Drill 5. - Double Substitution

a. He likes summer, because it is hot.

- | | |
|----------------|----------------|
| 1. August | hot |
| 2. January | rainy and cold |
| 3. December | cold |
| 4. spring | cool |
| 5. September | clear and cool |
| 6. winter | cold |
| 7. summer | hot |
| 8. the summer | cool |
| 9. winter | windy and wet |
| 10. the spring | warm and sunny |

b. He liked summer, because it was hot.

- | | |
|--------------|----------------|
| 1. March | clear and warm |
| 2. autumn | beautiful |
| 3. November | rainy |
| 4. winter | cold |
| 5. September | sunny and dry |
| 6. spring | very clear |
| 7. February | cool |
| 8. April | windy |
| 9. May | warm and dry |
| 10. fall | clear and warm |

At the end of the drill call the attention of the class to the following:

In a., the first part of the sentence is simple present, and the because part is also present.

In b., the first part of the sentence is simple past, and the because part is also past.

Drill 6. - Transformation

a. Give each of the following pairs twice and have the class repeat:

begin-began	stand-stood	fight-fought
drive-drove	lend-lent	hit-hit

b. Give a sentence; an individual student changes it to the simple past and adds yesterday.

- I.
 - 1. Class begins at half past two.
 - 2. He begins at the shop.
 - 3. She begins the exam.
 - 4. They begin lunch at noon.
- II.
 - 1. He drives to the office.
 - 2. She drives a new car.
 - 3. They'll drive to the bank
 - 4. We drive them to school.
- III.
 - 1. The people stand there.
 - 2. He stands behind the desk.
 - 3. She stands in that place.
 - 4. They'll stand near the door.
- IV.
 - 1. He'll lend his books.
 - 2. She's lending the new chairs.
 - 3. They lend a lot of money.
 - 4. She'll lend her umbrella.
- V.
 - 1. The boys were fighting.
 - 2. He'll fight the grocer.
 - 3. The soldier will fight.
 - 4. My friends are fighting.
- VI.
 - 1. He hits his brother.
 - 2. The policeman hits that man.
 - 3. She'll hit the cook.
 - 4. We hit another car.

Drill 7. - Transformation

Examples: T: He is working tonight.
 S₁: He worked last night.
 S₂: He'll work tomorrow night.

T: They are beginning this summer.
 S₁: They began last summer.
 S₂: They'll begin next summer.

Reverse the roles of the two students in the middle of the drill.

- 1. She is driving today.
- 2. They are hiding tonight.
- 3. He is teaching this year.
- 4. We are leaving this afternoon.
- 5. They are fighting this week.
- 6. He is going this month.
- 7. She is leaving this summer.
- 8. They are building this fall.
- 9. It is paying today.
- 10. He is coming this spring.

11. We are sending it this afternoon.
12. I am helping this month.
13. He is choosing it this Tuesday.
14. She is buying it this Saturday.
15. They are keeping it this month.
16. You are spending it this morning.
17. He is reading it today.
18. She is giving it this March.
19. They are telling it today.
20. He is writing this September.

Drill 8. - Question - Answer

Give two words; S_1 uses the first in the first blank space, and the second in the other blank space, choosing much or many as needed, to complete this question:

Did he much/many?

S_2 gives a short negative answer and then uses the simple past of the verb already given, to complete this sentence:

No, he didn't, but he some.

Examples: T: take money

S_1 : Did he take much money?

S_2 : No, he didn't, but he took some.

T: teach classes

S_1 : Did he teach many classes?

S_2 : No, he didn't, but he taught some.

Reverse the roles of the two groups in the middle of the drill.

- | | |
|------------|------------|
| 1. take | money |
| 2. teach | classes |
| 3. fight | men |
| 4. keep | fruit |
| 5. break | windows |
| 6. bring | tea |
| 7. buy | meat |
| 8. choose | names |
| 9. drink | milk |
| 10. leave | friends |
| 11. eat | oranges |
| 12. build | houses |
| 13. pay | money |
| 14. spend | time |
| 15. send | newspapers |
| 16. forget | words |
| 17. get | butter |
| 18. see | pictures |
| 19. find | ink |
| 20. make | watches |

Drill 9. - Triple Substitution

He drove the man's car yesterday.

Example: Teacher: drive man car
Class : He drove the man's car yesterday.

1. take	teacher	pen
2. get	officer	fan
3. find	woman	money
4. write	student	homework
5. hide	clerk	notebook
6. see	policeman	office
7. know	boy	name
8. forget	operator	bag
9. leave	doctor	office
10. send	neighbor	flowers
11. eat	girl	bread
12. choose	boy	book
13. buy	dentist	car
14. bring	lawyer	picture
15. begin	student	lesson
16. read	soldier	name
17. break	judge	watch
18. hit	tailor	brother
19. lose	engineer	ruler
20. spend	farmer	money

Drill 10. - Transformation

Give a statement; a student answers as in the examples, using the comparative and the simple past.

Examples: T: I'm selling an old bag.
S: We sold an older bag.

T: I'm buying an expensive watch.
S: We bought a more expensive watch.

1. I'm getting a cheap pen.
2. I'm lending a new umbrella.
3. I'm hiding a beautiful clock.
4. I'm buying a useless engine.
5. I'm sending a good man.
6. I'm choosing a long name.
7. I'm bringing a brave soldier.
8. I'm eating a big breakfast.
9. I'm beginning a hot summer.
10. I'm fighting a strong servant.
11. I'm keeping a young clerk.
12. I'm taking an important exam.
13. I'm writing a great book.
14. I'm making a heavy desk.
15. I'm thanking a generous man.

16. I'm driving an old car.
17. I'm starting a happy year.
18. I'm forgetting a useful example.
19. I'm giving a wonderful dinner.
20. I'm teaching a smart class.

Drill 11. - Written

Complete each of the following sentences, using in the blank space one of the following: isn't, aren't, doesn't, don't, or didn't.

Have an individual student choose the correct expression and then say the sentence.

1. The man work yesterday.
2. Our office white and gray.
3. Their offices white and gray either.
4. She buy much food last week.
5. He usually buy much food.
6. This food better than our food.
7. He understand the question in the last exam.
8. My relatives live in the city this summer.
9. My brother have much money ten years ago.
10. The fisherman go to sea every day.
11. that your teacher at the desk?
12. there any students in the room?
13. he leave the office last month?
14. It a good book.
15. He often lose his bags.

Drill 12. - Question - Answer

The student hears a question; he first gives a negative answer and then makes a statement, in both cases using pronouns, as in the examples.

Examples: T: Who took the money?

S: I didn't take it. Maybe he took it.

T: Who left the bags?

S: I didn't leave them. Maybe he left them.

1. Who ate the meat?
2. Who taught the class?
3. Who drove the car?
4. Who drank the coffee?
5. Who gave the answer?
6. Who brought the newspaper?
7. Who saw the officer?
8. Who bought the houses?

9. Who began the drills?
10. Who left the bags?
11. Who wrote the names?
12. Who took the book?
13. Who sent the engineer?
14. Who knew the teachers?
15. Who paid the merchant?
16. Who forgot the date?
17. Who broke the window?
18. Who lent the money?
19. Who hid the umbrella?
20. Who lost the notebooks?

Drill 13. - Variable Substitution

Base sentence: They began yesterday.

- | | | |
|--------------|-----------------|-------------------|
| 1. go | 11. last Monday | 21. we |
| 2. last week | 12. hide | 22. negative |
| 3. question | 13. statement | 23. five days ago |
| 4. fight | 14. she | 24. he |
| 5. tomorrow | 15. question | 25. write |
| 6. statement | 16. leave | 26. statement |
| 7. she | 17. they | 27. often |
| 8. drive | 18. next week | 28. pay |
| 9. negative | 19. now | 29. last week |
| 10. I | 20. statement | 30. question |

Drill 14. - Question - Answer

The student hears a question; he answers, as in the examples.

Examples: T: Did they buy a car last winter.
S: No, they didn't, but they'll buy a car next winter.

T: Did she teach last year?
S: No, she didn't, but she'll teach next year.

1. Did they buy a car last winter?
2. Did she teach last year?
3. Did he lend money last Tuesday?
4. Did you see him last week?
5. Did they drive yesterday?
6. Did we lose the book last Saturday?
7. Did she hide the bag last night?
8. Did you choose a mechanic last week?
9. Did he bring the oranges last winter?
10. Did she send a servant last Wednesday?
11. Did they tell the neighbors last night?
12. Did he hear the news this morning?
13. Did you build a house last year?

14. Did she get a carpenter yesterday?
15. Did they leave last summer?
16. Did he take a vacation last year.

Drill 15. - Review - Pronunciation

Drill 33

- a. The student listens and repeats the words.
- b. The student listens and repeats the sentences.

LESSON THIRTY-SIX

REVIEW

Note to the teacher: Lessons 36 and 37 are a review in preparation for an exam on the material covered in this text. Before each drill make sure that the students understand the instructions.

For the classroom drills, call on an individual student and have him do one or two questions of the drill.

Drill 1. - Review - Transformation

Change each of the following sentences to the negative.

1. There is a book on the table.
2. Those exams are difficult.
3. I am a serious student.
4. It's an expensive watch.
5. There are eighteen chairs in this room.
6. Wednesday is the second day of the week.
7. My brother is ten years old.
8. There are some umbrellas near the door.
9. His house is very beautiful too.
10. He was here in July.
11. It was either in the office or in class.
12. The judge was born on November twenty-fourth.
13. There were some pictures on the wall.
14. Yesterday was cooler than today.
15. Jasim was a successful dentist too.
16. There was too much sugar in the tea.
17. Laila is working at the Department of Health.
18. The other men are returning home.
19. She is buying another car.
20. You are standing in front of the teacher.
21. They were putting some oranges in the bag.
22. He was enjoying himself at the swimming pool.
23. I was opening another window.
24. She was spending too much money.
25. Fred was playing football on Tuesday.
26. We are going to wear our new clothes.
27. He is going to find a more useful example.
28. They are going to be happy next winter.
29. You are going to leave the office.
30. She is going to like this modern hotel.

Drill 2. - Review - Transformation

Change the sentences in Drill 1 above to simple questions.

Drill 3. - Review - Dialogs 1-7

Start one of the dialogs with a student, and then call upon another student to continue in your place. After this, tell a student to listen to the words of one speaker; give these words yourself, and then ask the student to give the words of the next speaker and also the words that the first speaker says next. Do this for the first seven dialogs.

Drill 4. - Review - Written

Use the correct form of the verb in brackets to complete each of the following sentences.

1. (go) They to the airport tomorrow.
2. (work) He in the office right now.
3. (come) They can, if you are ready for them.
4. (see) My sister has to the flowers.
5. (eat) I a big dinner two hours ago.
6. (ask) We should the secretary.
7. (be) Those men officers two years ago.
8. (watch) The policeman the bank every night.
9. (wash) His wife the dishes after every meal.
10. (write) You English words, while I was speaking.
11. (drive) They never to the restaurant.
12. (sleep) We six hours from now.
13. (carry) The servant his bags last night.
14. (get) My brother three newspapers now.
15. (teach) The professor sometimes three classes.
16. (be) Look! Your pictures in this newspaper.
17. (buy) Fred another car yesterday.
18. (visit) He his relatives now.
19. (read) I that interesting book two weeks ago.
20. (keep) He must the children at home.
21. (bring) Don't your small brother to class tomorrow.
22. (enjoy) He always himself in summer.
23. (sit) George in my place now.
24. (take) We a long exam in two days.
25. (forget) They their notebooks last week.

Drill 5. - Review - Written

Put each group of words in the correct order to make a good sentence, either a statement, a negative statement, or a question.

Have all the class do each sentence with paper and pencil, and ask the students to raise their hands as they finish each sentence. Call on a student to give his sentence. Then give the correct sentence and have all the class repeat.

1. chair it the in on the is room
2. born Tuesday at was five o'clock on he
3. never on they time are class for
4. beautiful bring to usually our the we flowers market

5. at engineer when the does the work greenhouse?
6. stay it court I is the hot because can't
at hot tennis too.
7. isn't policeman either the going to fat hurry?
8. from now the Faisal are boys taller Qatar than
9. useless the we the shouldn't parking lot car
in leave?
10. every see at her day workshop he the does?
11. my you the why of names forget brothers did?
12. home my born at younger Tuesday was on brother.
13. man doctors the to another brought sick hospital
the
14. any she morning doesn't food in usually the eat

Drill 6. - Review - Question - Answer

Give a full and complete answer to each of the questions. Use all the words of the question you can and follow the form of the question.

1. Did you bring your pen to school?
2. Why did you forget your notebook?
3. How many books do you have?
4. How many books did you read last year?
5. Were you reading an English newspaper yesterday?
6. Do you like flowers?
7. Do you have many flowers near your house?
8. Did you see any flowers in front of the school?
9. Did you give any flowers to your mother last spring?
10. Does a doctor have to work at the hospital every day?
11. Does a doctor usually have a clinic?
12. Why did you have to go to a doctor last year?
13. Are you healthy now?
14. Do you always walk to school?
15. Where do you usually walk on Friday?
16. Where were you walking last Thursday?
17. When did you begin to walk?
18. How old were you at that time?

Drill 7. - Review - Vocabulary

Check for spelling and meaning the vocabulary items that appear in Lessons 1-14. Make a random selection of words and occasionally stop and ask the student to use a word in a sentence which clearly shows he understands the meaning of the word.

Drill 8. - Review - Written

Choose the correct answer and write the letter in the space on the left.

Example: 1. ..C.. He (a. has b. have c. had d. will have)
a big breakfast yesterday.

1. The men (a. are carefuls b. is careful c. are careful d. are a careful).
2. a. This is apple. b. This apple. c. This is an apple. d. This an apple.
3. a. I'm fine. b. I be fine. c. I'm am fine. d. I fine.
4. a. Is this watch? b. This is watch? c. This is a watch? d. Is this a watch?
5. a. It is'nt a desk. b. It not a desk. c. It isn't a desk. d. It isn't desk.
6. The picture (a. wasn't b. not was c. wasn't d. no was) on the wall.
7. He is (a. smart doctor b. a smart doctor c. a doctor smart d. doctor smart).
8. a. How many chairs there are? b. How many there are chairs? c. How many are there chairs? d. How many chairs are there?
9. a. They're aren't any pictures here. b. They're not any pictures here. c. There aren't any pictures here. d. There not pictures here.
10. a. What time is it? b. What time it is? c. What's time is it? d. What's it time?
11. We are here (a. at the night b. at night c. on the night d. in night).
12. You are not a student, (a. is you b. aren't you c. are you d. you are)?
13. a. Whose the book this is? b. Whose book this is? c. Who's book is this? d. Whose books is this?
14. My grandfather (a. is old 63 years b. has 63 years old c. is 63 years old d. is 63 years of old).
15. a. How old is your father? b. How is your father of old? c. How many olds is your father? d. How many of old is your father?
16. a. How your father is? b. How your father is he? c. Your father how is he? d. How is your father?
17. They are busy (a. in b. at c. on d. of) the afternoon.
18. Wednesday (a. the fourth day of the week b. the four day of the week c. is the fourth day of the week d. is day four of the week).
19. a. What the sixth month is? b. What the sixth month? c. What is the month sixth? d. What is the sixth month?
20. He came (a. at b. of c. on d. in) July 30.

Drill 9. - Review - Transformation

Change each of the following sentences to the negative.

1. He can work at the bank.
2. She can eat at the cafeteria.
3. They can come on Thursday afternoon.
4. We can carry Salma's bag.
5. I can be richer than you.
6. The judge could hear the lawyer's answer.
7. We could see the airplanes.
8. He could drink 23 cups of tea.
9. She could start at quarter to nine.
10. The doctors could visit the Department of Health.

11. He must bring some flowers.
12. The secretary must find those exams.
13. We must send the calendars too.
14. I must speak to the cook.
15. The young girls must buy some new clothes.
16. My neighbor should get a bigger house.
17. You should listen to that beautiful music.
18. The officer should take those brave soldiers.
19. I should wash those dirty clothes.
20. She should wear more expensive clothes.
21. Jasim will come tomorrow.
22. I will enter the office later.
23. The tailor will send the clothes next week.
24. The travel office will open at six o'clock.
25. The mechanics will be very careful.

Drill 10. - Review - Transformation

Change each of the sentences in the above drill to a simple question.

Drill 11. - Review Dialogs 8-15

Follow the directions of Drill 3, Lesson 36.

Drill 12. - Transformation

Each of the following sentences is the answer to a question. The underlined word or words suggest the question word to be used in asking the question. Read the sentence carefully and then ask the question.

1. Fred is a smart student.
2. My uncle was a policeman.
3. The library is in front of the school.
4. We should use a lot of sugar.
5. There are twenty-six classes.
6. My cousin's umbrella is blue.
7. He's here, because he's too lazy.
8. You must look under the chair.
9. They couldn't eat any rice.
10. He returned to the office today.
11. He should finish at five o'clock.
12. The new chairman is dishonest.
13. He could carry those heavy bags.
14. He was taking too much fruit.
15. That is Fred's plan.
16. Thursday is the fifth day of the week.
17. The other pens were in the desk.
18. I'll wait in the parking lot.
19. His clothes are ten years old.
20. Salma was taking care of the children.

Drill 13. - Review - Variable Substitution

Base sentence: He is writing a book now.

- | | | |
|--------------------|---------------|----------------|
| 1. they | 11. question | 21. a year ago |
| 2. question | 12. now | 22. now |
| 3. next month | 13. statement | 23. negative |
| 4. last year | 14. negative | 24. tomorrow |
| 5. statement | 15. next week | 25. statement |
| 6. often | 16. we | 26. yesterday |
| 7. buy | 17. statement | 27. could |
| 8. interesting | 18. better | 28. should we? |
| 9. she | 19. books | 29. didn't we? |
| 10. three days ago | 20. sell | 30. are we? |

Drill 14. - Review - Pronunciation

Prepare a piece of paper with the numbers 1 to 20 written one under the other in a column; in the middle of the page write another column with the numbers 1 to 10.

- a. The first column is used for this part of the drill. You will hear two words or two sentences; if the sound of the two words or sentences is exactly the same, write S next to the number; if there is any difference, write D.

Note: Make sure the student understands the above directions, for exam purposes. For the present drill books must be closed.

- | | |
|----------------------|------------------|
| 1. teen | tin |
| 2. kin | kin |
| 3. bet | bit |
| 4. ten | tin |
| 5. met | mate |
| 6. wait | wait |
| 7. sat | sat |
| 8. fad | fed |
| 9. said | said |
| 10. not | gnat |
| 11. It was low. | It was law. |
| 12. I sew it. | I saw it. |
| 13. coat | caught |
| 14. cut | cut |
| 15. book | buck |
| 16. cut | cot |
| 17. bet | but |
| 18. brow | brow |
| 19. It was a bowl. | It was a boil. |
| 20. What do you bet? | What do you bet? |

- b. The second column is used for this part of the drill. You will hear a set of three words; choose the word which has a sound different from the sound of the other words, and write the number of that word next to the number on your paper.

- | | |
|----------------------|-------------------------|
| 1. din din den | 2. luck lick luck |
|----------------------|-------------------------|

3. hot	hot	hut
4. red	rid	red
5. suck	sock	suck
6. would	woood	woood
7. cot	cot	cut
8. fed	fad	fad
9. low	law	low
10. bowl	bawl	bawl

Drill 15. - Review - Addition

Listen and write the statement you hear; then add a tail question and the expected short answer.

1. He's a generous man,
2. They aren't dishonest,
3. I am a smart student,
4. He and his wife are very kind,
5. She isn't at the library,
6. He was a good soldier,
7. They weren't very expensive,
8. There wasn't any food,
9. He was writing a book,
10. You weren't leaving,
11. I was reading a good book,
12. She is buying some flowers,
13. They are entering the office,
14. We aren't eating too much fruit,
15. You are using your umbrella,
16. He's going to wash his car,
17. They're going to wear old clothes,
18. She isn't going to be successful,
19. He can drive a car,
20. They can't see the airplane,
21. We couldn't carry those bags,
22. She could enter the library,
23. He must watch the children,
24. They mustn't drink too much tea,
25. I must buy some flowers,
26. He must finish the exam,
27. The merchant should be rich,
28. Our servants should stay,
29. An honest man shouldn't take that,
30. You shouldn't go to that hotel,

Drill 16. - Dictation

My brother is working at the bank today. He will have a holiday next week. He usually takes his family with him and drives to his farm on a holiday. He built a modern house there last year.

Note to teacher: If time permits, write the paragraph on the board after the dictation is finished. Have the students exchange papers and correct them.

LESSON THIRTY-SEVEN

REVIEW

Drill 1. - Review - Transformation

Change each of the following sentences to the negative.

1. We have a wonderful mother.
2. They have a meeting on Tuesday.
3. My sister has a lot of calendars.
4. I have thirty-five dinars.
5. I always take a shower every day.
6. They often read English newspapers.
7. She likes the music too.
8. We have to take care of our health.
9. They often stay at the hotel.
10. I have to read these books.
11. We eat rice every day.
12. He drinks beer sometimes.
13. The soldiers had a lot of troubles.
14. We had fun last summer.
15. I had a lot of flowers last spring.
16. I forgot the chalk.
17. He drove to the greenhouses.
18. She began her vacation in the winter.
19. They built the desk two days ago.
20. You had to eat those oranges.
21. The lawyer had to speak to the judge.
22. The mechanics had to go to the lab.
23. It was difficult.
24. Forget the meeting.
25. Go home.

Drill 2. - Review - Transformation

Change the above sentences to simple questions.

Drill 3.

Review dialogs 16-22.

Drill 4. - Review - Written

Use the correct form of the verb in brackets to complete each of the following sentences.

- | | |
|-----------------|--|
| 1. (sit) | He never when he comes to class. |
| 2. (watch) | I can't see them now. They TV. |
| 3. (give) | His father him some money last year. |
| 4. (understand) | They couldn't those difficult questions. |
| 5. (know) | What you about engines? |

- | | |
|--------------|--|
| 6. (tell) | If you ask him tomorrow, he you. |
| 7. (lose) | She always her red umbrella. |
| 8. (be) | They always happy on Friday. |
| 9. (break) | Don't those new chairs. |
| 10. (teach) | He isn't at the university now. |
| 11. (pay) | you the merchant tomorrow? |
| 12. (bring) | Frank some flowers to his mother last month. |
| 13. (enjoy) | Laila usually her lunch at the hotel. |
| 14. (get) | You should a better servant. |
| 15. (leave) | When they the bus station yesterday? |
| 16. (spend) | The chairman too much money now. |
| 17. (want) | your cousin rice for dinner every day? |
| 18. (finish) | We our business in five minutes. |
| 19. (walk) | They not, because it was too hot. |
| 20. (tell) | he you about his vacation now? |

Drill 5. - Review - Transformation

Change each of the following sentences to the simple past.

1. I'm poor, because I'm lazy.
2. He's a very good doctor.
3. Do you understand the examples?
4. It's half past ten.
5. The weather is wonderful.
6. She doesn't take care of her health.
7. He isn't a good man for that work.
8. Is there an office at the bank?
9. Why does he sit in that chair?
10. What do you tell him?
11. The lawyer doesn't drive either.
12. He eats because I eat.
13. I have to stop at the workshop.
14. They buy many clothes.
15. When do they return to the city?
16. She doesn't like that modern music.
17. The men go to work at night.
18. The officer gives the commands.
19. Where does Mohammad hide himself?
20. We like to take a long vacation.

Drill 6. - Review - Question - Answer

Give a full and complete answer to each of the questions. Use all the words of the question you can and follow the form of the question.

1. What were you talking about before class?
2. What can you tell me about the weather?
3. When is it very hot here?
4. Is it usually very hot in July?
5. When is it cold here?

6. Is it sometimes freezing?
7. Do we frequently have dusty weather in the summer?
8. Do you have to wear heavier clothes in the winter?
9. Where do you buy your clothes?
10. Does a tailor always make your clothes?
11. Did you give any clothes to poor people last year?
12. Does a generous man help poor people?
13. Will you visit your friend, if he is sick?
14. Where does a lazy man spend his time?
15. How much time do you spend at school each day?
16. Did you spend much time at the tennis court last month?
17. Where do you spend your time in summer?
18. Whose house do you often visit in summer?
19. What must you do, if you want to go to Beirut?
20. Did you ever work in a travel office?

Drill 7. - Review - Vocabulary

Check for spelling and meaning the vocabulary items that appear in Lessons 15-35. Follow directions given in Lesson 36, Drill 7.

Drill 8. - Review - Transformation

Each of the following sentences is the answer to a question. The underlined word or words suggest the question word to be used in asking the question. Read the sentence carefully and then ask the question.

1. The carpenter has a small shop.
2. I'll keep the money in my bag.
3. They heard beautiful music at the restaurant.
4. The chairman has to sit at that table.
5. We are going to need a new engine next week.
6. That policeman hit Frank's brother.
7. That proud woman wore blue clothes.
8. His grandmother usually eats much cheese.
9. The music will begin at nine o'clock.
10. He takes a shower every day.
11. George will buy 24 oranges at the market.
12. The engineer had to spend much time at the camp.
13. He enjoyed a wonderful vacation last summer.
14. He saw Laila's new black clothes.
15. I'll make a new plan tomorrow.
16. He built a modern house near the airport.
17. After the football game they went to the hotel.
18. He found a telephone at the workshop.
19. George hid, because the clerk heard him.
20. We had a successful meeting last night.
21. He had to finish that important business before noon.
22. He read the sad news in the newspaper.
23. She'll take care of the children later.

Drill 9. - Review - Written

Use the correct preposition in the blank space, if a preposition is necessary.

Direct the students to use the prepositions they have learned in these lessons. Inform them that the space is to be left blank, if a preposition is not needed.

1. The next class will be Saturday.
2. There wasn't any class night.
3. We had a meeting last night.
4. We will begin eight o'clock.
5. His father was born 1905.
6. Those two boys were born June.
7. Fred was born June 15.
8. The meeting is ... half past nine. Wednesday.
9. Try to come..... the morning.
10. We close the office noon.
11. He is going to come this afternoon.
12. They are having a football game today.
13. Can the judge see me quarter to ten tomorrow?
14. It was very dusty the summer.
15. Will he return two days from now?
16. The airplane leaves here quarter to four and gets there the evening.
17. Write your name the chalkboard.
18. You can find the doctor the hospital.
19. We are their neighbors. Their house is our house.
20. Come here and stand the class.
21. Write your answers your notebooks.
22. Is the policeman the post office?
23. I can't see the pictures, because they are the teacher.
24. Will you come to the bank me.
25. Thursday is Friday.

Drill 10.

Review dialogs and basic texts in Lessons 23-35.
Follow the directions of Drill 3, Lesson 36.

Drill 11. - Review - Transformation

Change each of the following sentences to the negative.

1. They are buying the table themselves.
2. It is a big library.
3. It is either here or there.
4. I stayed at the hospital.
5. We bought some flowers.
6. They were playing together.
7. He usually has an interesting book.
8. She is always very polite.
9. The people should enjoy this music.
10. I must go to the travel office.

11. He will return in February.
12. My brother is studying history now.
13. We are going to eat at the hotel.
14. I am very generous.
15. He finished the long exam.
16. You usually hide your money.
17. There were some chairs in the library.
18. I had a wonderful holiday.
19. She must get some clothes.
20. He went to the airport an hour ago.
21. Ali frequently eats too much bread.
22. Salma has to choose a better color.
23. We will understand the examples later.
24. I put the books on the table last night.

Drill 12. - Review - Transformation

Change each of the above sentences to a simple question.

Drill 13. - Review - Transformation

Change each of the following sentences to the future. Use will, or won't, as needed.

1. It began at eight o'clock.
2. The class had an exam.
3. She went there with her brothers.
4. Does he understand the question?
5. Where should we eat?
6. I didn't sit in front of you.
7. Their house isn't ready.
8. Did they drive their new car?
9. The officer gave the commands.
10. He doesn't spend much money.
11. Why can't he come too?
12. I don't like it either.
13. Are they very clean?
14. It begins on November 12.
15. The women are buying the food.
16. The tailor forgot the clothes.
17. He didn't tell me about this vacation.
18. They returned at three o'clock.
19. We don't visit them on Saturday.
20. She had to sell the car.
21. They were entering the travel office.
22. Does he like the flowers?
23. When did he find the children?
24. He took care of his health.

Drill 14. - Review - Pronunciation

Prepare a piece of paper with the numbers 1 to 20 written one under the other in a column.

You will hear two words or two sentences; if the sound of the two words or sentences is exactly the same, write S next to the number; if there is any difference, write D.

Note: For the present drill, books must be closed. When the drill is finished, have the students exchange papers and correct them, as you give the right answers.

- | | |
|--------------------------|------------------------|
| 1. red | wed |
| 2. real | real |
| 3. lead | read |
| 4. room | womb |
| 5. This is a red pencil. | This is a lead pencil. |
| 6. thing | thin |
| 7. sin | sin |
| 8. bird | bud |
| 9. That was a gull. | That was a girl. |
| 10. sank | sang |
| 11. bet | bet |
| 12. That's why I bit. | That's why I bid. |
| 13. cap | cab |
| 14. pike | bike |
| 15. I half the bread. | I have the bread. |
| 16. choose | shoes |
| 17. mush | mush |
| 18. shop | chop |
| 19. people | peopul |
| 20. cold | cold |
| 21. ship | chip |

Drill 15. - Comprehension

You will hear a very short story. You must listen very carefully and then answer some questions. First you will hear the story read slowly; then you will hear it at the usual speed. After the second reading, you will hear some questions. You must write a full, complete answer to each question, using what you learned in the story.

It was three o'clock Tuesday afternoon. Fred was driving his car to the post office. He had three friends with him. While he was driving, Fred was talking to his friends and enjoying the fine spring weather. Maybe Fred was trying to forget his troubles. Maybe he was thinking about his vacation.

Another car in front of Fred stopped and Fred hit it. A policeman was standing there near the bus station, and he hurried to the two cars. He was very polite and he tried to help. He wanted to get a doctor from the hospital, but it was not necessary.

He took the names of all the men and told Fred to come with him to the police station. Fred left his car and asked his friends to watch it. Then he went with the policeman and forgot about the post office.

1. Was Fred driving to the police station?
2. How many people were in Fred's car?
3. Was Fred talking to his friends while he was driving?
4. What season of the year was it?
5. Did Fred hit a policeman?
6. Where did the other car stop?
7. What did the policeman do?
8. What did the doctor do?
9. Why did Fred ask his friends to fight the policeman?
10. Where did Fred go with the policeman?
- 11.

Drill 16. - Review - Addition

Add a tail and the expected short answer to each of the following statements.

1. He has a difficult question,
2. They have a very modern house,
3. She has a lot of rice every day,
4. We don't have much space here,
5. They usually enjoy lunch,
6. He works at the bank every day,
7. I often leave the office at noon,
8. You don't play football on Friday,
9. She doesn't listen to her mother,
10. We have to learn these words,
11. He has to get a new engine,
12. She doesn't have to work on May 6,
13. You don't have to take much money,
14. I didn't have a shower last night,
15. We had a lot of fun,
16. He had too much soup,
17. She didn't have any new books,
18. The library closed at eight o'clock,
19. We didn't pay the farmer,
20. He didn't know the people there,
21. You didn't understand the question,
22. The policeman stopped your car,
23. The tailor had to open his shop,
24. My uncle didn't have to go,
25. They had to work on Friday,
26. I didn't have to listen to her,
27. He'll bring the flowers tomorrow,
28. She won't return to the office,
29. They won't finish their work,
30. I'll hide the money here,

APPENDIX

VOCABULARY

Abu Dhabi	L.2	better	L.14	cheer up	L.14
after	L.7	big	L.3	cheese	L.23
afternoon	L.7	black	L.9	chicken	L.23
ago	L.22	blue	L.9	children	L.19
air cooler	L.13	board	L.1	choose	L.25
airplane	L.1	book	L.1	chose	L.32
airport	L.20	(to be) born	L.17	cinema	L.16
all	L.14	borrow	L.22	city	L.3
all right	L.12	bowl	L.23	class	L.1
always	L.13	boy	L.7	class	L.5
America	L.2	brave	L.22	clean	L.3
American	L.2	bread	L.23	clerk	L.10
and	L.10	breakfast	L.23	clinic	L.20
animal	L.1	bring	L.18	clock	L.13
another	L.16	brother	L.9	close (v.)	(comm.)
answer	L.1	brought	L.32	closed	L.31
any	L.5	brown	L.9	clothes	L.31
anything	L.17	build	L.25	cloudy	L.13
apple	L.1	built	L.32	coffee	L.23
April	L.12	business	L.33	coffee shop	L.30
Arab	L.3	bus station	L.20	cold	L.13
ask	(comm.)	busy	L.22	come	L.18
asked	L.31	but	L.5	cook	L.19
as long as	L.14	butter	L.23	cool	L.13
at (place)	L.8	buy	L.18	could	L.25
at (time)	L.8	by	L.13	country	L.3
ate	L.32	by the way	L.33	court	L.20
at home	L.16			cousin	L.10
at school	L.16	calendar	L.13	cup	L.23
August	L.12	came	L.32		
aunt	L.10	camp	L.20	date	L.12
autumn (fall)	L.13	can	L.17	December	L.12
		cannot	L.17	dentist	L.19
bad	L.3	car	L.5	department	L.16
bag	L.1	careful	L.22	Department of	
Bahrain	L.11	careless	L.22	Agriculture	L.20
bank	L.16	carpenter	L.19	Department of	
barber	L.19	carried	L.31	Education	L.16
be	L.12	carry	L.18	Department of	
beautiful	L.3	ceiling	L.13	Health	L.16
because	L.20	certainly	L.13	Department of	
beer	L.30	chair	L.1	Petroleum	L.16
before	L.7	chairman	L.33	depend	L.33
began	L.32	chalk	L.13	desk	L.1
begin	L.18	change (v.)	(comm.)	did	L.32
behind	L.13	changed	L.31	difficult	L.24
besides	L.28	cheap	L.3	dinner	L.23

dirty	L.3	fisherman	L.19	happy	L.22
dish	L.23	five	L.4	hardworking	L.22
dishonest	L.22	floor	L.13	has	L.14
do (v.)	L.18	flower	L.33	have	L.8
do (helping verb)	L.3	food	L.23	he	L.7
doctor	L.19	football	L.19	headache	L.14
does	L.15	for	L.17	health	L.31
door	L.1	forty	L.8	healthy	L.14
drank	L.32	found	L.32	heavy	L.3
drink	L.25	four	L.4	help (v.)	L.18
drive	L.25	fourteen	L.6	helped	L.31
drove	L.32	fourth	L.12	her (adj.)	L.8
dry	L.13	freezing	L.13	her (pron.)	L.20
dusty	L.13	frequently	L.30	here	L.6
		Friday	L.7	herself	L.20
		friend	L.10	hi	L.16
eat	L.18	friendly	L.22	him	L.20
eight	L.4	from	L.20	himself	L.20
eighteen	L.6	fruit	L.23	his	L.8
eighth	L.12	full	L.9	history	L.21
eighty	L.8	full of	L.22	holiday	L.12
either	L.15	fun	L.26	home	L.16
eleven	L.6			homework	(comm.)
eleventh	L.12	game	L.28	honest	L.22
engine	L.1	garage	L.16	hospital	L.16
engineer	L.19	gave	L.32	hot	L.13
English	L.5	generous	L.22	hotel	L.20
enjoy	L.26	get along	L.14	house	L.19
entered	L.33	girl	L.7	how	L.3
evening	L.7	give	(comm.)	how many	L.5
everybody	L.14	glass	L.23	humid	L.13
exam	L.1	go	L.5	hundred	L.8
example	L.1	going to	L.25	hurried	L.31
exercise	L.31	gold	L.9	hurry	(comm.)
expensive	L.3	good	L.3		
		good-bye	L.5	if	L.22
false	L.19	good luck	L.25	important	L.3
family	L.9	got	L.33	in	L.4
fan	L.13	government	L.18	in (time)	L.8
farm	L.20	grandfather	L.10	in front of	L.13
farmer	L.19	grandmother	L.10	interesting	L.24
fat	L.14	gray	L.9	itself	L.20
father	L.10	great	L.22		
February	L.12	green	L.9	January	L.12
felt	L.32	greenhouse	L.16	judge	L.19
fifteen	L.6	grocer	L.19	July	L.12
fifth	L.12	grocery	L.20	June	L.12
fifty	L.8	guess	L.33	just (adv.)	L.22
film	L.16				
find	L.18	had to	L.28	kind	L.22
first	L.12	half	L.7	knew	L.32
fish	L.23	handsome	L.14	know	L.14

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Kuwait	L.21	mind (v.)	L.28	other	L.15
lab	L.16	minute	L.8	others	L.15
large	L.3	mistaken	L.33	our	L.8
last night	L.16	modern	L.24	ourselves	L.20
last Saturday	L.16	Monday	L.7		
last week	L.16	money	L.13	paid	L.32
late	L.22	month	L.12	painter	L.19
later	L.12	more	L.14	parking lot	L.20
lawyer	L.19	morning	L.7	past	L.7
lazy	L.22	mother	L.10	pay	L.25
learn	(comm.)	much	L.23	pen	L.1
learned	L.31	must	L.21	pencil	L.1
leave	L.25	myself	L.20	people	L.18
left (v.)	L.32			picture	L.13
lend	L.28	near	L.4	piece	L.13
let	L.33	necessary	L.3	place	L.9
library	L.20	neighbor	L.10	plan	L.33
life	L.22	neither...nor	L.12	plate	L.23
light	L.1	never	L.13	play	L.18
like (v.)	L.3	new	L.3	played	L.31
liked	L.31	newspaper	L.17	please (v.)	L.33
listen	(comm.)	New York	L.3	policeman	L.19
listened	L.31	next	L.25	police station	L.16
live (v.)	L.18	nice	L.3	polite	L.22
lived	L.31	night	L.7	poor	L.22
long	L.3	nine	L.4	post office	L.16
look (v.)	(comm.)	nineteen	L.6	proud	L.22
looked	L.31	ninety	L.8	put	(comm.)
lot of	L.21	nineth	L.12	put (past)	L.32
love (v.)	L.27	no	L.2		
lucky	L.17	noon	L.7	Qatar	L.11
lunch	L.23	notebook	L.1	quarter past	L.8
		November	L.12	quarter to	L.8
				quiet	L.25
made	L.33	o'clock	L.7		
mail	L.17	October	L.12	rainy	L.13
man	L.10	of	L.7	read	(comm.)
March	L.12	of course	L.25	read	L.32
market	L.20	office	L.1	ready	L.28
married	L.9	officer	L.19	red	L.9
matter	L.14	often	L.30	relative	L.10
May	L.12	old	L.3	repeat	(comm.)
maybe	L.14	on (loc.)	L.4	repeated	L.31
me	L.20	on (day)	L.8	restaurant	L.16
meat	L.23	one	L.4	rice	L.23
mechanic	L.19	open	(comm.)	rich	L.22
mechanic	L.28	opened	L.31	right	L.17
meeting	L.12	operator	L.19	room	L.1
men	L.10	opposite	L.20	ruler	L.13
merchant	L.19	or	L.4		
midnight	L.7	orange	L.1	sad	L.22
milk	L.23	orange	L.9	said	L.32

salad	L.23	start (v.)	L.18	thirteen	L.6
sat	L.32	started	L.31	thirty	L.8
Saturday	L.7	stay	L.33	those	L.4
saw (v.)	L.32	stood	L.32	thought (v.)	L.33
say	L.18	stop	(comm.)	three	L.4
school	L.7	stopped	L.31	Thursday	L.7
sea	L.20	store	L.16	till	L.33
season	L.13	strict	L.7	time	L.7
second	L.12	strong	L.14	tired	L.12
secretary	L.7	student	L.5	to	L.20
see	(comm.)	studied	L.31	today	L.7
sell	L.25	study (v.)	(comm.)	together	L.17
send	L.25	successful	L.31	told	L.33
sent	L.32	sugar	L.23	tomorrow	L.5
September	L.12	summer	L.13	tonight	L.16
serious	L.22	Sunday	L.7	too	L.2
servant	L.19	sunny	L.13	too (+ adj.)	L.23
seven	L.4	surprise	L.22	took	L.32
seventeen	L.6	swimming pool	L.16	travel office	L.20
seventh	L.12			tried	L.31
seventy	L.8	table	L.1	trouble	L.25
she	L.7	tailor	L.19	true	L.19
ship	L.20	take	(comm.)	try	L.25
shop	L.20	take care of	L.31	Tuesday	L.7
short	L.3	tall	L.14	twelfth	L.12
should	L.19	taught	L.32	twelve	L.6
sick	L.14	tea	L.23	twenty	L.6
silver	L.9	teach	L.25	twenty-one	L.8
single	L.9	teacher	L.7	two	L.4
sister	L.10	telephone	L.33		
sit	(comm.)	ten	L.4	ugly	L.14
six	L.4	tenth	L.12	umbrella	L.1
sixteen	L.6	than	L.14	uncle	L.10
sixth	L.12	thank	L.1	under	L.4
sixty	L.8	thanked	L.31	understand	L.33
sleep	L.18	the	L.4	us	L.20
slept	L.32	then	L.33	use (v.)	L.18
small	L.3	the other	L.15	used	L.31
smart	L.22	the others	L.15	useful	L.3
so (adv.)	L.14	their	L.8	useless	L.3
sold	L.32	them	L.20	usually	L.30
soldier	L.19	themselves	L.20		
some	L.5	there	L.6	vacation	L.33
sometimes	L.23	there are	L.5	very	L.3
soup	L.23	there is	L.5	visit	L.25
space	L.26	thermometer	L.13	visited	L.31
speak	L.25	these	L.4		
spell	(comm.)	they	L.7	wait for	L.33
spelled	L.31	thin	L.14	walked	L.31
spoke	L.32	thing	L.33	wall	L.1
spring	L.13	think	L.33	warm	L.13
stand	(comm.)	third	L.12	was	L.16

wash (v.)	L.18	while	L.22	workshop	L.16
washed	L.31	white	L.9	worry (v.)	L.22
watch	L.1	who	L.7	worse	L.14
watch (v.)	L.18	whose	L.8	write	(comm.)
watched	L.31	why	L.20	wrote	L.32
water	L.23	wife	L.19		
we	L.7	will	L.12	year	L.10
weak	L.14	window	L.1	yellow	L.9
wear	L.31	windy	L.13	yes	L.2
weather	L.13	winter	L.13	yesterday	L.16
Wednesday	L.7	with	L.20	yesterday	
week	L.12	woman	L.10	morning	L.16
went	L.32	women	L.10	you (s.)	L.7
were	L.16	wonderful	L.3	you (p.)	L.7
wet	L.13	word	L.17	young	L.14
what about	L.12	work (n.)	L.18	your (s.)	L.8
when	L.17	work (v.)	L.18	yourself	L.20
where	L.5	worked	L.31	yourselves	L.20